



THE SIERRA EDUCATIONAL NEWS

Volume XX

MARCH 1924

No. 3

Woodrow Wilson

Criticising the Criticiser

High School Fraternities

Old Machinery

Parent-Teacher Activities

Children's Pet's Exhibitions in California

Educational Directory

From the Field

A PUDDING AND SAUCE PAGE

Chicago, March 1, 1924.

To the Domestic Science Teachers of the Nation:

Of all American desserts, none are more economical, more appetizing, more popular than the Pudding. And how easily they may be made by the housewife that "Knows How." You'll enjoy both making and eating the results from these "Reliable Recipes:"

PLAIN SAUCE

1 cup water	2 tablespoons butter
$\frac{1}{2}$ cup sugar	1 teaspoon vanilla or lemon
2 tablespoons cornstarch	

Mix the sugar and cornstarch, add the water and boil 5 minutes. Remove from the fire and add the butter and flavoring.

CREAM SAUCE

$\frac{1}{2}$ pint cream	$\frac{1}{2}$ teaspoon vanilla
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup milk
1 egg	

Beat egg until stiff and add milk, sugar and vanilla, and lastly add cream.

PLAIN RICE PUDDING

4 cups milk	$\frac{1}{3}$ cup sugar
$\frac{1}{2}$ teaspoon salt	Grated rind half lemon
$\frac{1}{3}$ cup rice	

Wash rice, mix ingredients, and pour into buttered pudding dish. Bake 3 hours in a very slow oven, stirring three times during first hour of baking to prevent rice from setting. Raisins or currants added to above will give variety.

CHOCOLATE BREAD PUDDING

2 cups stale bread crumbs	2 eggs
4 cups milk	$\frac{1}{2}$ teaspoon salt
3 tablespoons sugar	$\frac{1}{2}$ teaspoon nutmeg
2 ounces grated bitter chocolate	

Put the bread, milk, nutmeg and chocolate in a bowl, and soak for 2 or 3 hours. Beat together the eggs, sugar and salt. Mash the soaked bread with a spoon, and add the egg mixture to the bread and milk. Pour into a pudding dish, and bake in a slow oven for about 40 minutes. Serve with cream sauce.

COTTAGE PUDDING

$\frac{1}{4}$ cup butter	2 cups flour
$\frac{1}{2}$ cup sugar	3 level teaspoons Calumet Baking Powder
1 egg, well beaten	$\frac{1}{2}$ teaspoon salt
1 cup milk	

Cream the butter, add gradually the sugar and egg. Sift together thoroughly the flour, baking powder and salt and add alternately with the milk to the first mixture. Bake in a moderate oven 35 minutes. Serve with vanilla or hard sauce. Crushed strawberries, raspberries, blueberries, cranberries and juicy crushed sweetened fruits or jellies and preserves can be served with this pudding.

Yours for Delicious Desserts,

CALUMET BAKING POWDER CO.

4100-4128 Fillmore Street

Chicago, Ill.

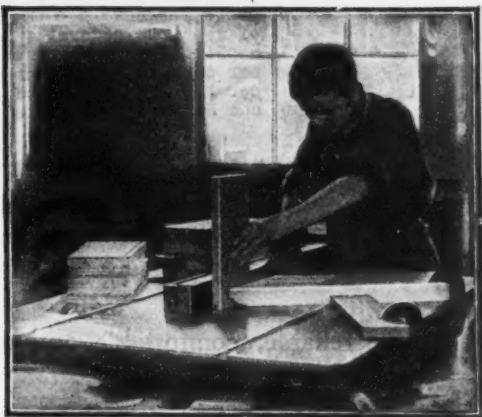
TEACHERS

who have made use of our booklet—

On the Manufacture of a Teacher's Flat Top Desk

will be glad to learn that we have another edition of this valuable treatise on the use of woodworking machinery in the school room.

FREE
FOR THE ASKING



As many copies as you can use
WRITE TODAY

**AMERICAN WOOD-WORKING
MACHINERY CO.**

Rochester, New York

SCHOOL COACHES

Santa Clara Union High School

CHAR. W. TOWNSEND
Principal and District Superintendent of Santa Clara Schools

Santa Clara, Cal.,
Nov. 21, 1923.

Reo Motor Car Co.,
Sacramento, Calif.

Gentlemen:

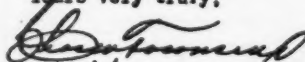
Replying to your letter of November 14,
asking for our opinion of the REO SPEEDWAGON,
wish to advise the following:

We are at the present time operating three
SPEEDWAGON School Buses, all of which are giving
us splendid satisfaction. In the two and a half
years, we have had one bus lose one trip for want
of repairs, generally speaking, they have been
negligible. Each of our buses averages thirty miles
per day. They consume about one gallon of gasoline
per ten miles of service, and one quart of oil per
one hundred fifty miles.

We are very well satisfied with our REO SPEED-
WAGONS.

Yours very truly,

CWT/LK




Safe, reliable, comfortable and economical transportation for school children has been the aim of Reo for years. That it has achieved a phenomenal success is evidenced by the hundreds of school districts that have standardized on Reo equipment. Hundreds of testimonials like the above and those on the page opposite express the high regard in which Reo School Coaches are held everywhere.

Reo equipment has been improved materially in the last few years and today offers greater safety, comfort, economy and reliability than ever before. Special coach bodies to meet your requirements are available through our Engineering Department.

REO MOTOR CAR COMPANY OF CALIFORNIA, Inc.

Los Angeles
Stockton

Sacramento
Oakland

San Francisco
Phoenix

Say you saw it in the Sierra Educational News

[illegible]

COVERT, MICHIGAN

Reo Motor Car Co.,
Sacramento, Calif.



In answer to your recent inquiry, I wish to say that we use five Reo Speed Wagons equipped with fourteen foot Wayne School bodies in our school service last year.

These busses were used in transporting 255 pupils to a Consolidated School which includes one township. Only part of the roads covered are improved roads. The district is laid out in eight routes, so that three of the busses make double trips. We rotate our busses over the different routes changing every week, thereby giving all the busses the same road conditions. Last year the busses made a total mileage of 30,699 using 3,522 gallons of gas, 85 gallons of oil, 123 lb. of transmission grease, 175 lb. of hydraulic grease, 100 lbs. of wheel grease and 100 lbs. of gear grease. The repairs for the year amounted to \$96.77 this includes new parts replaced at the end of the school year in putting the busses in shape for another year.

In figuring our cost for the year, using 20% depreciation and 5% interest on the investment of \$13,396.86, it cost us \$.145 per child per day to transport our pupils.

We think there is no truck built, that would take the place of the Rec Speed Wagon for transporting pupils at the same cost. They gave us the best of service last year, and are doing so this year. And we expect them to last at least ten years.

Trusting this is the information that you wished, I remain,

Yours very truly,
Covert Consolidated School

B.M. Vaughan
President.

P.S. I am also inclosing one of our financial statements that we mailed to the patrons of the school.

Say you saw it in the Sierra Educational News

Now is the Time!

To list your supplies
for fall use

From now on is the real buying period for next fall Supplies. Each day items will suggest themselves which should be jotted down. We have regular estimate blanks giving the approximate requirements per pupil for Supplies. These will be mailed on request together with catalogs for—

Papers
Pencils
Pens
Inks

Water Colors
Pupils' Desks
Teachers' Desks
Tablet Arm Chairs
Blackboards
Etc.

C. F. WEBER & CO.

LOS ANGELES

222-224 So. Los Angeles St.

SAN FRANCISCO

Corner of Second and Mission Sts.

*"As the twig is bent,
the tree's inclined."*



Playgrounds or Plague Grounds?

THE DECISION MUST BE MADE.

Children reflect what their environment teaches.

Everwear Equipped Playgrounds give every child the desire of his heart in an outlet for his particular idea of fun.

The child develops depths of character and strength of body which should be the birth-right of everyone.

Everwear is wonderfully Safe and Durable. It is beautiful in line and finish and is chuck full of play possibilities.

*Write for new catalog No. 16 and
Booklet "Creating the Playground"*

C. F. Weber & Co.

SAN FRANCISCO

LOS ANGELES

Representing

THE EVERWEAR MFG. CO.



Say you saw it in the Sierra Educational News

PRINTING

The Modern Educational Tool

PRINTING IS AN INDUSTRIAL ART THAT COMBINES CULTURAL AND
MANUAL EDUCATIONAL ADVANTAGES



Language—The raw material of Printing is language—any language. Through the art of Printing the pupil is brought into close contact with the best literature and a desire is aroused for greater knowledge of the mechanics of language.

Spelling—Greater appreciation of accuracy is aroused by means of printing. The sight-sense pupils are most readily taught spelling through type composition.

Grammar—Abstract methods of teaching this important subject are uninteresting. Motivate grammar by means of Printing.

Art—The principles of design are always taught in connection with Printing—"The Art Preservative of all Arts."

Punctuation—"Cold Type" demands a proper use of punctuation marks. Commas, periods, colons, semicolons, quotations, exclamation and question marks mean something to the pupil who is taking printing instruction.

Mathematics—The mathematical problems in Printing are interesting and can be used in any grade from the sixth to the high school.

Drawing—Freehand and Geometrical drawings are used freely in Printing.

Science—The theory of light, heat and electricity should always be correlated with Printing. The laboratory problems should be the making of paper, ink and printers' rollers.

Superintendents of schools and principals are urged to request further information about Printing—the Modern Educational Tool. Write to

F. K. PHILLIPS, *Manager of Education Department*

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

Selling Houses in most of the Principal Cities.
Let Us Tell You of the Nearest One.



Say you saw it in the Sierra Educational News



of 300 Teachers
*who will travel all summer and earn
 \$200 to \$400 per month?*

Every year the long summer vacation releases thousands of teachers who seek profitable employment. Every year about 300 of them find their way to the House of Compton through just such advertisements as this. They travel all summer long engaged in a work that capitalizes their teaching experience; associated with interesting companions they meet new people and visit new parts of our country.

Last summer 286 teachers, many of them with no experience outside the schoolroom, came to us and earned an average of \$250 per month. Many of them are still with us today, earning from \$3,000 to \$5,000 per year.

The work which the House of Compton offers you is educational salesmanship of the highest type. If you are in good health, ambi-

tious, and if you have had Normal School or College training with 2 years of teaching experience, we will give you the necessary training for success, pay you a salary to start, and offer you unlimited earning possibilities.

If you are a progressive teacher, principal, or superintendent, interested in earning from \$200 to \$400 per month this summer, send the coupon below and we will send you three descriptive folders and write you full particulars of how we help you to sell Compton's Pictured Encyclopedia. Get the facts of Educational Salesmanship—your inquiry will be regarded as confidential and will not obligate you in any way. Send today for the particulars of what we believe to be the greatest opportunity ever offered to teachers for summer work. Names and addresses of our teacher-saleswomen will be furnished to those people genuinely interested.

F. E. COMPTON & CO.

58 E. Washington St.
 Chicago



"I'll be with you in June"

"January 16, 1924

I am counting the days until my school closes and I can become a member of the House of Compton again. I enjoyed last summer more than any other summer of my life and I saved more money during those two short months than I will save all this year in the school room. I have started out to be a Compton Builder, too, and have already told one of my fellow-teachers about the Compton work. She will write you and enclose a recommendation from me.

I'll be with you in June

Very sincerely yours,
 Floy Gary"

F. E. COMPTON & CO., 58 E. Washington St., Chicago

Gentlemen:

SN 1

Send me without cost or obligation three folders entitled: *A Little Journey to Compton*, *The Teacher's Opportunity*, and *Good Times With Compton's Pictured Encyclopedia*.

My name..... Age.....

Address

College or Normal..... Years of training.....

I am teaching in..... My position is.....

I have had..... years teaching experience.

My school closes.....

Say you saw it in the Sierra Educational News

TEACH BOYS AND GIRLS TO SAVE

An opportunity for you to have this very successful school savings system in your own schoolroom. A package containing directions and supplies for a room sufficient for from 1 to 2 years now on sale.

Order today or write for free booklet.

Duplicate Punch School Savings System
Lynn, Mass.

SCHOOL ENTERTAINMENTS

The best we can buy are found listed in our "Help-U Catalog" of Plays, Drills, Songs, Recitations, Minstrel Material and Special Day Programs.

"The House That Helps"

The Eldridge Entertainment House

Franklin, O., also 944 So. Logan St., Denver, Colo.

ROCKY MT. TEACHERS' AGENCY

410 U.S. NAT. BANK BLDG. DENVER, COLO.

Wm. Ruffer, Ph. D., Mgr.

BRANCH OFFICES:

Portland, Ore. - - N. W. Bank Bldg.
Minneapolis, Minn. - - Lumber Exch.
Kansas City, Mo. - - - Rialto Bldg.

Professional Placement for Progressive Teachers Discriminating Service to School Officials

THE J. M. HAHN TEACHERS AGENCY

Rests on a record of ten years of successful teacher-placement in California. Serves all Educational Institutions—Kindergartens, Elementary and Secondary Schools, Normal Schools, Colleges, and Universities.

No registration fee

Correspondence invited

J. M. HAHN

Blanche Tucker

Managers

Phone Berkeley 811

Rooms 35-38, 2101 Shattuck Ave.
Berkeley, California

DIPLOMAS

WITH LEATHER COVERS—IN ALL SIZES

PACIFIC ENGRAVING CO.

318 West Pico Street

Los Angeles

Make the Nearest Mail Box Your Bank

The convenient banking-by-mail plan of The Oakland Bank brings the services of this institution as close to you as the nearest mail box.

Write for information

THE OAKLAND BANK

(ESTABLISHED IN 1867 AS
THE OAKLAND BANK OF SAVINGS)

12th AND BROADWAY

Oakland - - - - California

577-324

The Draper Sanitary Roller Shade



Patented Jan. 8, '07, Aug. 7, '23

THE DRAPER LINE OF ADJUSTABLE
COTTON DUCK SHADES

Manufactured by

The Luther O. Draper Shade Co.
Spiceland, Ind.

ARE DISTRIBUTED BY

C. F. WEBER & COMPANY

601-609 Mission Street
San Francisco

ORDER School Supplies Now

The trend of the market is upward!!

We recommend early buying this year as a good investment.

Order now and avoid disappointment in September.

WE SUPPLY:—

Papers — All Kinds.

Drawing Materials.

Pencils — Pens.

Inks — Pastes.

Crayons — Erasers.

Kindergarten Supplies.

Blackboards.

School Furniture.

If the Schools use it, we supply it.

YOUR ORDERS ARE SOLICITED.

We guarantee prices against decline.

Order now and have your supplies shipped at your convenience.



Telephone: 874-311

426-428 WEST SIXTH STREET

LOS ANGELES, CALIF.

SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association and the
California Congress of Mothers and Parent-Teacher Associations

Published Monthly by the California Council of Education
Editorial and Business Offices, Phelan Bldg., San Francisco

The Sierra Educational News is a member of the Educational Press Association
of America and is published in accordance with the standards of that organization.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....Managing Editor
VAUGHAN MacCAUGHEYAssociate Editor

Advisory Editorial Board:

W. T. Helms, Richmond	E. I. Cook, Sacramento
Miss M. L. Richmond, Hanford	Miss Edith McGeorge, Eureka
A. H. Mabley, San Luis Obispo	F. L. Thurston, Los Angeles
JAMES A. BARR	Advertising Manager
MABEL BOGGESS	Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under
Act of Congress, March 3, 1879.
Subscription, \$2.00 per Year 20 Cents per Copy

Vol. XX

MARCH, 1924

No. 3

CONTENTS

	Page
FRONTISPIECE—Woodrow Wilson	Arthur H. Chamberlain.....154
EDITORIAL:	A. H. C.
Criticising the Criticiser	155
Bobbed Hair	156
High School Fraternities.....	156
Important Conference	160
Old Machinery	Ethel Imogene Salisbury.....161
The Steinhart Aquarium	Dr. Barton W. Evermann.....163
Official Department California Congress of Mothers and P. T. A.	
Parent-Teacher Activities	Mrs. Hugh Bradford.....164
Children's Pets Exhibitions in California.....	Frederick W. D'Evelyn.....165
Educational Directory: Part 1	
Council of Education.....	166
California Teachers' Association Sections.....	168
State Department of Education.....	168
City Superintendents of Schools.....	169
County Superintendents of Schools.....	169
District Superintendents of Schools.....	170
Rural Supervisors	172
From the Field.....	173
Educational Literature	176
Notes and Comment.....	179
Educational Calendar	179

Woodrow Wilson

Scholar, author, teacher, diplomat, statesman, president, *Woodrow Wilson*, after months of suffering, died in the service of his country. The Nation is bowed with grief and the peoples of the world do honor to his memory.

As a lawyer, *Woodrow Wilson* was marked for integrity and fair dealing. As college professor he was high-minded and inspiring. As head of one of America's most distinguished Universities, he showed leadership of a high order. As Governor of a commonwealth his vision and determination were acknowledged. As President of the United States he found himself occupying the most important office in the gift of the people at one of the most critical periods in the history of the world.

No man was ever elevated to a task more difficult. Never has a chief executive been called upon to display loftier vision, sounder judgment, or greater determination. Unmindful of self, deaf to criticism, he went forward to his task.

Woodrow Wilson will go down in history as the greatest Idealist of his day. He fought and died for this ideal. Politics and party aside, he held before him a vision for humanity. Once he had determined upon his course, argument could not sway him, persuasion had no effect, appeal was useless. With mind set upon a fixed purpose he held steadily to his lode-star. However men may differ with him as to the ills of the world, the needs of humanity or the practical way of reaching these ends, all must honor him for his lofty conceptions and his splendid idealism.

Our country is still young in her political development. America's experiment in Democracy is succeeding. The Nation may well be proud of its noble achievement in those years covered by the most disastrous war in history. And for our entry into this war, for our part in bringing it to a successful termination, and for the universal sentiment for world harmony and brotherhood, the name and work of *Woodrow Wilson* will have an abiding place in the minds of men.

ARTHUR H. CHAMBERLAIN.



EDITORIAL



SHOULD a school man or a school woman, —a so-called “educator,”—make claim that the modern school is a perfect institution, such advocate would at once be liable to examination for sanity. The school is a human institution and no human institution has reached a state of perfection.

CRITICISING But the school, in common
THE with all other human institu-
CRITICISER tions, is in process of evolution and development. If there

has been progress in the industrial, the commercial, the economic, the social phases of our existence, education and the school, imperfect to be sure, still are in large part responsible for this progress.

It is becoming quite the popular thing to criticize adversely our present system of education as inadequate, infested with fads, lacking in fundamentals, unsuited to the needs of modern democracy. In a recent issue of the Los Angeles Times, a prominent theologian was quoted. He paid his respects to the school of today by stating that “A shortcoming of the modern school is its failure to encourage the spirit of individualism and the free expression by pupils in the schoolroom, of their thoughts and feelings. Our schools,” said he, “should not be institutions in which boys and girls are taught to repeat, parrot-like, the words of their teachers.”

It is such criticism as this by those whose general level of intelligence is high but who know little of the schools, that does great harm. The critic is of course honest and sincere in his belief, but his criticism in this instance is about as wide of the mark as it could well be. If there is one phase of the modern school that distinguishes it from its predecessors it is the fact that today, we do “encourage the spirit of individualism, and the free expression of

pupils.” It was a deserved criticism of the school of the past that it did not do this.

And again. In the olden days there was much rote work. Children were called upon to memorize. Pupils recited in concert. They learned their lessons from the book. If in the recitation they could repeat parrot-like the words of book or teacher, it was presumed they were being “educated.” The spirit and genius of the present-day school is entirely different. Thought and expression are given preference over memory and concert work. The individual is made the center and of chief concern.

Another typical instance of adverse criticism is that announced in a San Francisco paper of a mother who in speaking of inadequate third grade training says: “They are not teaching the children a thing, except to cut paper and play.” Statements of this kind are too often played up in headlines but where do we find space allowed for the great developments in education, the points at which the modern school excels and the fact that present-day education is much more practical and effective than was the education of our fathers. It is no criticism of schools of the past to point out that inadequate as is our present day system of education, it is nevertheless better adapted to our day and generation than was the school of the past to the needs of the earlier time. We have elsewhere stated that, “as a human institution the present-day school is far and away the best the world has ever seen.”

These reflections are occasioned because of the many criticisms of a general nature to which the schools of today are subjected. Criticism we need, but to be effective such criticism should be constructive. In California, and in the country at large there are reactionary elements constantly offering criticism in

general terms. They do not particularize.

The schools, they say, are costing great sums of money. Of course they are. So also are cosmetics and superficial entertainments and chewing gum costing great sums. To get at the facts we must speak in comparative terms. We must particularize. We must have an appreciation of relative values. Of course education is costing vast sums. It is going to cost more. But in education, as in industrial enterprises or commercial ventures of financial investments, the question is not primarily what is put in; it is rather a question of returns on the investment.

A. H. C.

THERE are three-fourths of a million men and women engaged today in the teaching profession. It would perhaps be difficult to assemble a like number of people representing any other special phase of human activity more high-minded, more charitable, more just, more well-balanced than **BOBBED HAIR** are educators as a whole. It is not to be wondered at, however, that there are occasionally found amongst us those who are obstinate, perverse, narrow-minded, eccentric, prejudiced. Teachers are but human. Owing to the demands made upon them and the results which they achieve, we attribute to them at times characteristics bordering on the super-human.

Never was there greater need for calm, dispassionate thinking than now. Lack of balance and perspective, narrow vision and personal prejudice lead to precipitate action and unwise decision. It is to be regretted that here and there, principals of schools, superintendents, teachers, and board members have so far lost control of themselves as to join in the hue and cry anent bobbed hair. At the present time an influential section of the State of California is aroused over the dismissal of a teacher because of her having bobbed her hair. If report can be relied upon, the teacher in question was satisfactory in all respects save that she incurred the displeasure of the Board of Education in

following her inclination to do as she pleased with her own head of hair.

We are reminded of an incident related smilingly by Dr. A. O. Thomas, during one of the sessions of the World Conference on Education in San Francisco last July. Dr. Thomas summoned one morning his stenographer and noticed that the young lady, sitting with pencil poised, had (since the day previous) bobbed her hair. In as severe a tone as he could command the worthy doctor in a few terse and pointed sentences asked the young lady whether she thought it was quite the thing to present herself in this undignified manner and with bobbed hair in the presence of the chairman of the Committee on International Relations of the World Conference of Education!

Pausing calmly to reflect and to give her words due force the young lady, after looking the doctor over carefully, (the doctor has dispensed with much of that rich growth of hair that he wore when we first knew him), remarked, "Dr. Thomas, I don't see why you should dictate the style in which I dress my hair. I don't criticize the funny way you wear your hair!"

What we need is discussion of the relation of the school to the community and ways and means of making the curriculum function more adequately in every-day life. It is axiomatic to remark that teachers should be thoroughly competent and always highly professional.

AT recurring intervals, high school fraternity problems come to the surface. We hear of an initiation ceremony. There is a hazing and some one is a cripple for life; or perhaps the initiation has left the victim a mental wreck. During recent weeks the educational stream has been ruffled by certain outbreaks in a prominent California high school. The community is aroused. The high school authorities declare they are powerless to enforce the law against this organization

and that they cannot cope with the situation. The City Superintendent and Board of Education declare that the law relating to fraternities must be upheld. The State Department of Education has let it be known that there must be strict observance of the law.

That there is great need for strict rules and regulations in the government of high school fraternities there can be no doubt. These laws should be enforced. Those who have had large experience with fraternities in high schools, realize, however, that the mere enactment of anti-fraternity laws is no guarantee that they can be enforced. At the beginning of the school term there is placed before the students a statement as to the anti-fraternity law and its significance. Students are to pledge that they will not join high school fraternities. Parents also are informed that there may be no misunderstanding in this regard.

It occasionally happens that when trouble breaks out in a high school the students are called together. Such members of the fraternity as admit their connection with the illegal organizations are told that they must withdraw or be expelled from school. Usually such students do withdraw; that is, they claim that they withdraw. But there is hardly a high school of any considerable size in the state in which one or more fraternities do not flourish and this in defiance of law.

The difficulty lies in the fact that some of these high school fraternities are national organizations. Students are pledged and are told that their allegiance is to the fraternity, rather than to the school and to state law. They firmly believe in many instances that they must be loyal to the national body even though their acts are against the rules of the school or the laws of the state. This very fact leads otherwise well-meaning students deliberately to falsify. Indeed we have known cases where the national organizer has told the high school boys that they were justified in falsifying and making misrepresentations to school authorities, their only allegiance being to the national

body. Under such conditions it is easy to understand how difficult is this whole matter of handling high school fraternities.

It is natural for boys of high school age to move in groups. If they are not encouraged to form societies and associations and clubs, they will readily accede to the importunities of selfish interests and join secret societies through local charters vested in national organizations. Every high school should establish a number of honor societies with certain secret or semi-secret provisions. In other words societies should be exclusive on the basis of scholarship with opportunity, without discrimination, for any qualified student to join. But in addition to these scholarship requirements, there should be literary, social and fraternal phases and a simple ritual such as will attract boys of high school age.

Of course it should always be understood that no such society should be organized or continued without the approval of the local high school authorities. A society of this kind after having been in existence a number of years will have established traditions passed down from class to class. All of this will appeal to the high school boy. The father will be anxious for his son to belong to the same honor society to which the father belonged and likewise the son will be anxious to achieve the same honor that came to the father.

The following questionnaire was sent recently by Commissioner A. C. Onley to the high school principals of California:

1. According to your best knowledge and belief does any secret fraternity other than those permitted by the school law exist in your school?
2. If the answer is yes, please give your opinion on the following:
 - a. Should the anti-fraternity law be repealed?
 - b. Should a penalty be exacted of a parent upon showing in Court that he has permitted his son or daughter to become a member of such an organization?
 - c. What, in your opinion, is the best solution of the question?

According to report, less than a score of high school principals admitted knowledge of existence in their schools of fraternities in violation of the state anti-high school fraternity law. These are among the largest high schools of the state. Nearly one half the high school principals of the state disclaim knowledge of the existence of fraternities in these schools. There is little doubt however, that in many of these schools fraternities do flourish. Indeed, it is safe to say that fraternities carry on their work secretly and in violation of law in most of the high schools where the attendance runs to several hundred.

Let it not be presumed that California is the only offender. The question of high school fraternities is puzzling school officials in every part of the country. There is today a somewhat general agreement as to the damaging influence from these secret organizations. There is decided difference of opinion as to methods of curbing or stamping out these fraternities. In California there are numerous cases of the law being flouted by both students and parents. In many cases parents are more to be blamed than are the boys. Parents who ignore and break the law should be prosecuted. Such fraternities are a menace to society and tend to undermine the moral of the individual, the school and the community. Unless through education and the development of public sentiment these fraternities are eliminated and an adequate substitute provided it is difficult to understand how, under present conditions they can be completely stamped out through process of law.

Let us look at the matter squarely. We have upon the statute books laws against burglary and arson. Frequently a culprit is apprehended and the law enforced. Thus the law tends to reduce offenses of this kind, but still burglary and arson continue to exist. There are laws regulating the speed at which an automobile may travel. Offenders are sometimes punished but the laws continue to be broken. And these and other laws are enacted to apply

primarily to adults. In the case of high school fraternities we are dealing with the immature and imaginative mind. And more than all else these boys are influenced, guided and directed by older heads,—by men of education and training who act as organizers. These organizers impose upon the parents as well as the students. A heavy fine and "stiff" jail sentence for one of these organizers will do more than conviction for the parent or expulsion for the student. But in any case our anti-high school fraternity law must be enforced.

Twelve years ago this month—in our March 1912 issue, we said editorially, in speaking of the high school fraternity:

"The fraternity question still continues to puzzle the school people and agitate the public. It will not down. No sooner is it settled in one locality that it dances merrily before the footlights upon some other local stage. Wherever the subject is open to debate or is being handled in the local courts, you will find the work of the student body below par, the teachers and school authorities contending against heavy odds, and the town's people pulling at cross purposes. Wherever the decision has been final as against fraternities and sororities in schools below the college, the spirit of these schools has at once changed for the better.

Arguments of the Proponents

"The arguments put forward in support of secret organizations in high school are several. Many of the men and women who are proponents, in their high school days held membership in such organizations. These advocates declare it an infringement of rights in a democratic country to exclude from membership in a fraternity any student who desires to join. There is talk of loyalty and school spirit as the result of fraternity association and of friendships formed that carry over into after life. It is claimed that the give and take of the fraternity strengthens the youth, trims him of his whims, makes him generous and mindful of others and able to take without flinching the inevitable hard knocks; in short, makes a man of him.

Local vs. Parent Organizations

"Truth to tell, however sincere these advocates may be, they are out of touch with the school of the day. They do not appreciate the complex nature of our present educational machine. Those who have had experience with the high school fraternity problem know there is a vast difference between a club or society formed locally and one existing in a local school under a charter vested in a parent organization. The work of the former may be readily handled and supervised. The work of the latter can not be. If in social or literary club, musical, oratorical or debating society, the members fall below grade or become over demonstrative, the school authorities, whose concern it is, step in and bring about an adjustment. The deficient or unruly student is removed from the organization, or the time allowed for participation in social work is lessened, or a closer censorship placed upon the society. Such closely supervised clubs usually prove a help rather than a hindrance to school work. For whatever we may say, the boys and girls of high school age are social beings. During the adolescent period it is natural for young people to come together in groups. The tendency toward secrecy and ritualism is strong in the boy as in the man. The best development of the youth demands this group organization, and if this principle be not recognized the individual will be dwarfed and warped in his growth.

The same problems which puzzle parents and school people today were prominent in 1912. The editorial continued:

How is it when, during the adolescent period, these boys and girls are allowed to tie themselves to the local chapter of a national fraternity,—the parent organization of which is in a distant part of the country? Consider with a member of such fraternity the danger to come from a given line of action or question his right to engage in some form of activity, and what do you find? The school plays 'second fiddle' to the fraternity. If the member be loyal to his obligations he must cling to the fraternity even though he do violence to his

school. If you insist that a man 'cannot serve two masters' and request the fraternity to conform to the rules of the school, you are confronted with a pair of alternatives. The members may correspond with the 'higher ups' of the parent organizations, thus to secure a final decision; or they defy you. Thus, without recourse to the courts, the teacher or parent is powerless to lend assistance at a time when it is most needed.

Organizer and Lawyer to Blame

Parents are for the most part broad minded and willing to co-operate with the school authorities. They recognize the fact that whatever may be true of college and university students, the high school boy and girl are too immature to profit from association in organizations cut loose from school supervision. The professional organizer is constantly at work among the students. He holds up before them the lure of fraternity life. He selects the leaders in the social side of the school or in athletics. There then follows a keen desire on the part of the rank and file to cast their lots with these leaders. A branch or chapter once formed, it is a simple matter to organize rival societies.

Another difficulty now in the way of sweeping secret societies from the high school is the unscrupulous lawyer. Always are the boys and girls able, through assistance from the officers of the parent fraternity, to find a shrewd, calculating, able lawyer who is anxious to show that the school board is acting beyond its power in declaring against the fraternity. For the fee and the notoriety, these lawyers undertake to work in a cause they know to be fundamentally wrong. More and more the reputable members of the law will refuse to push a case, whatever the question involved, when they know that to champion it means dishonesty and fraud.

In pointing out the complexities which beset the high school fraternity problem over a decade ago and which are even more serious today the author concluded:

Results of Fraternity Life

Teachers and parents should give all the aid in their power to assist social

and other organizations of a local character, and such as will tend to develop the student and satisfy his natural desires. Fraternities and sororities are undemocratic. They cultivate unwholesome distinctions. They lead to extravagance on the part of those whose parents are making undue sacrifices for the education of their children. They detract from the standards of work which the school has a right to demand. And under the guise of good fellowship, vices are practiced that will prove of incalculable harm in the after life of these boys and girls.

The superintendent or the principal who is honest with himself will, even though he incur the displeasure of certain students or influential parents, strike out determinedly for the abolition of fraternities and sororities in the high school."

So much for the situation as it appeared twelve years ago. We are still today against high school fraternities, but opposition strongly expressed and enforced will not root them out. We favor strict enforcement of the state anti-high school fraternity law, but the prosecution of parents criminally liable under this law and the expulsion from school of the students involved will not result in stamping out secret fraternities.

These measures will serve to help clear the atmosphere. We believe that the law should be so strengthened that the state school authorities could bring pressure to bear upon local boards of education for enforcement of law. We are first, last and all the time opposed to secret fraternities in the high school, and especially such fraternities as have national affiliation. We have had abundant proof that honor societies, locally controlled, and with an adult honorary membership for counsel and guidance rather than for dictation, will satisfy the demands of the average boy.

But let no school official be persuaded that a signed statement by the student that he is not a member of a secret fraternity or that he will not join such a society is to be taken as

proof. And let no such school authority be blinded to the presence of such fraternity simply because there are no meetings held on the school premises. For with the directive power invested in mature minds,—keen, calculating, insidious, persuasive, the danger comes from without, nor from within the school.

High school fraternities as now conducted are undemocratic. They tend to snobbishness and exclusiveness and are not in the best interests of good citizenship. If we are to do away with high school fraternities this can be accomplished not through elimination but by substitution. Here is a problem to which the best thought in the profession may well be directed.

A. H. C.

ON February 9 there was a meeting in the office of the Executive Secretary of the California Council of Education and the Board of Directors of the Association. This was a joint conference of Board members with the presidents and secretaries of the various sections of the Association.

IMPORTANT CONFERENCE

Significance attaches to this meeting, it being the first joint conference of the kind ever called in the history of the organization. There were present all members of the Board of Directors and all Section Officers save only two.

This Conference afforded opportunity for consideration of matters pertaining to plans and policies looking toward the best interests of the Association. The meeting was marked for enthusiasm and results accomplished that will look toward the fullest development of our work in all sections of the state. It was shown again and again during the deliberations that in dealing with our many interests and activities we are one Association made up of a number of affiliated parts. In the last analysis whatever is for the best interest of a section or locality is also for the best interest of the State Association as a whole.

A. H. C.

OLD MACHINERY

ETHEL IMOGENE SALISBURY

Director, Course of Study, Los Angeles

BEFORE we can go much farther in elementary education we must scrap some of our old machinery and set up new. Much of the machinery we are using today is preventing GOOD TEACHING, rather than guaranteeing it. Let me describe what I consider to be good teaching.

A teacher takes a group of little children. She studies them in as many ways as she can to find out the various characteristics, mental, physical, social, of each. She does this by gathering data from tests, observation of them at work and play, and through conference with experts and parents.

She leads them into activities which are based on their natural interests. One activity may, however, involve many minor related activities and use the materials of several subjects at the same time. For example, every child is intensely interested in live things. A rabbit is brought in by pupil or teacher. The children care for it, observe it and discuss its life and habits with the teacher. She leads them to pursue the subject further by reading something about rabbits and perhaps to write to parents or principal about it.

This activity may extend over a considerable period of time, but it brings into meaningful relationship nature study, reading, language, writing, spelling, and drawing. It has given opportunity for the play of curiosity, the great educator of children; many social situations have arisen; there has been a physical freedom and relaxation wholesome for children.

Since this activity has been predominately intellectual, the teacher next leads the children into an activity emphasizing physical growth, and later into another emphasizing the constructive interests of children, making and building things. Other activities are carried out involving the use of music, arithmetic, etc. The children are checked at the end of the week or month in order that definite growth in the use of the skills may be assured.

Now there is nothing radical or wild about such a procedure. Obviously it is a human, natural way to teach. It is rich in content and gives plenty of opportunity for the practice of the necessary skills and it exemplifies the principle of UNITY, which is the foundation of real teaching—unity in the child's mind. If the above meager description has made clear

the writer's point of view, it is easy to see the relation of some of our machinery to this type of teacher.

The Time Allotment

The time allotment separates the subjects so that each, as it were, is hermetically sealed, a sort of King Tut arrangement. Some of the subjects which ought to be on rather friendly terms do not seem to have a bowing acquaintance. Example: spelling, which is usually tucked off in a corner with history or arithmetic on the departmental programs.

Adherence to the time allotment is responsible for quick shifts in the classroom, broken attention, lost interest. The time the child spends on a task is not the important thing, it is what he learns. Why have five or six distinct periods with unrelated content? It is time to dispense with the time allotment or conceive as indicating relative emphasis rather than arbitrary assignment.

Or course, the time allotment difficulty is inextricably bound up with the notion that the daily program and the course of study should be organized about subjects. Subjects have been developed through many years of amassing facts and data, and making them available for use by arranging them in a logical order. That is to say, each subject at the present time is a large body of knowledge systematically arranged in order that we may turn to the index, find the particular items we need and use them in whatever undertaking we are engaged in.

Spelling Lists

Now in this sense it is perfectly proper to have subjects so long as we consider them as buckets of material sources from which to draw—then they do not hinder life teaching. The child and teacher, who is guiding him, are the determining factors of what materials are to be selected to fit into the needs of the day. If the children are making animal booklets, for example, they reach over into nature study for content, into language, writing, spelling and art for specific bits of subject matter to make their little booklets something of which to be proud. But, alas, what has happened is this: Courses of study present fixed pieces of subject matter, seven or eight lines, sometimes more, which teachers understand must be used in the order and at the time

which is frequently designated in very specific terms. This is true of all subjects.

Take, for example, the spelling lists of the usual text. How are they used? They are given as formal lists in a formal period in unrelated sentences which are not a part of expression but dragged out of the children in a formal way. The words that should be drilled on are those the child is immediately needing in his little composition. The use of the standardized spelling list is to check at the end of the month to see whether the children are accomplishing something definite in this particular skill. The way to teach spelling at present with a separate list is analogous to an assignment the writer was once given in a Home Economics course, in which she was directed to taste eighteen different kinds of cheese and describe the flavor in a notebook.

I submit the spelling list at present is wrongly used. It should be a means of checking rather than a means of making a daily isolated assignment of words apart from expressional needs on the part of the child.

Unsupervised Subjects

If unsupervised subjects such as spelling, writing, the social studies, have maintained a distinct inflexible organization, it is doubly true that the supervised subjects maintain their integrities as separate entities in the experience of the child and the teacher to a far greater extent. The teacher DOES at times take liberties with the formal organization of the academic subjects, but the supervised subjects from the very nature of the organization, with personalities behind the subjects, fail to be merged into formal activities involving their content. In witness to this, observe the uniformity of product in most supervised subjects. These special subjects cannot relate themselves to the experience of the child or to the materials of their subjects, because they CAN NOT in many instances, and they cannot because courses of study are so arranged as to prevent them from doing so.

Let us examine the usual committee organization for constructing the course of study. It ordinarily consists of subject committees. Many times these subject committees never come together. Occasionally the committee organization is such that the chairmen of the various subject committees come together. But each subject outline is constructed as a separate thing and the seven, eight or ten subject outlines are passed over to the teacher and

she is asked to show how they may fit together. In many cases, construction of the course of study goes forward piecemeal, one subject is completed and then another is undertaken.

The organization of the course of study based on subjects is all right if one section of each one of those subjects shows specifically and concretely through the description of many activities how the materials from various subjects are used in a natural way. No one as yet has achieved this type of course of study. One large city has issued a course of study, supposedly an activity curriculum. It consists of the description of many children's activities but it does not show how the skills are taught through these activities, and at the close of the pamphlet a note says that the real work or writing, reading, etc., appears in another volume. But the organization of a curriculum as a whole, basing the work on live activities with the subjects in the background ready to serve with the materials there all available, will eventually be worked out.

Departmental Programs

The departmental program is a bit of machinery, fascinating to the natural organizer. I have watched these complex puzzles worked out, teachers shifted, pupils and subjects pushed about on the cardboard by the organizer with all the eager intenseness that checker players put into the game. As I have observed, history and geography assigned to different teachers, spelling and writing placed in the chinks instead of being used in connection with composition, it has seemed to me a process of carving up and placing teachers in a position where they have NO OPPORTUNITY of knowing the personality of the two hundred and fifty or three hundred children who pass before them in panorama.

It is birdshot education. In the first six grades, this is a piece of machinery which is nullifying all of our talk about knowing children and their individual differences.

Promotions

Instead of devices for separating all of the elements that should go to make up a child's education, we need to eliminate some of the machinery which is preventing teachers from knowing their children, their individual differences, their individual needs. Let us look into this business of promotion. Twice yearly we go through a more or less meaningless performance of snatching children away from the teachers who know them and putting them

with someone else. The little babies who have just begun to develop with the primary teacher are shunted into another room with another teacher, who must probe around to find out where to hitch her new materials on to what has gone before.

Statistics seem to show that the grade and promotions do not necessarily mean progress. They mean a multiplication of machinery and reports, records, etc. If the assumption that these periodical upheavals means progress could be abandoned and this work be distributed throughout the year by many informal changes of children who have outgrown the groups in which they have been placed, we would have reduced some of the meaningless machinery. A beginning might be to abandon semi-annual promotions, letting XYZ groupings permit children to go at their own rate of speed.

Some time we shall retrospect with amusement upon the system which places teachers with children for a semester rather than rotating them, for at least one or two years, and saving teacher and children the necessity for the many adjustments called for by our present plan. Of course, teachers are opposed to progressing from kindergarten through the first or second grades, because they are wedded to phonic system, the subject matter of the particular grade and other inhuman materials. They have been wrongly educated or they could see the possibilities of taking little children, getting to know them and leading them through a continuous period of development, saving them from wasteful changes.

Report Card

The usual report card is another bit of machinery based on the old plan of education. Very frequently these report cards tell parents not whether the child is doing as well as he can, whether he is growing to the best of his ability, whether he is progressing, which is the all important point, but they tell the parents whether their child is doing better or worse than somebody else whom these parents have never seen nor known. The emphasis is placed not where it should be, but exactly where it should not be.

Writing Systems

One of the most conspicuous instances of ridiculous machinery which is a waste of people's time and money, and wholly unpsychological, is that of the writing systems generally current. They are foisted upon educators by

those who know nothing of recent scientific research and the learning process. They violate practically all of the laws of learning and the recent findings of Freeman, Judd, Gates and Taylor.

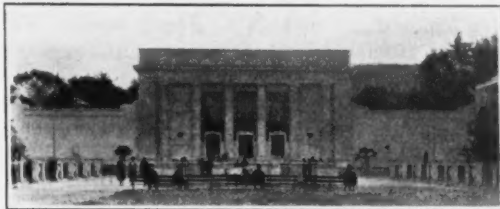
Those who are responsible for the construction of courses of study and the teaching of little children must see education as a whole. The moment we view education as a whole—and the one person above all others who must see the education process as a whole is the teacher—we are struck with the handicap which our present machinery puts upon teachers.

Can administrators, supervisors and teachers work carefully and thoughtfully to reduce that machinery which is no longer useful?

THE STEINHART AQUARIUM

DR. BARTON W. EVERMANN, Director

THE dedication and formal opening of the Steinhart Aquarium of the California Academy of Sciences was an event of more than ordinary interest to the schools, not only of the Bay region, but of the entire state, because it adds to the state a new educational institution of unusual and unique possibilities.



San Francisco has never before had an institution of this kind. There were a few tanks of live fishes in the old Woodward's Gardens which were maintained some forty years ago on Mission Street between Thirteenth and Fifteenth Streets. Within the last fifteen or twenty years various efforts were made looking toward the establishment of a public aquarium. Among those who considered the matter was Sigmund Steinhart. When he died in 1910 he left a certain sum of money in the hands of his brother, Ignatz Steinhart, with the request that it be used for aquarium purposes if it was found practical to do so.

In certain features the Steinhart Aquarium is the most complete and satisfactory of any in this country.

We have four kinds of water: fresh water of the local temperature for local fresh water

(Continued on page 181)

CALIFORNIA CONGRESS of MOTHERS and PARENT-TEACHER ASSOCIATIONS

OFFICIAL DEPARTMENT

PARENT-TEACHER ACTIVITIES

MRS. HUGH BRADFORD,
State President, Sacramento

PREPARATIONS are going forward rapidly for the State Convention to be held in Pasadena, May 20-23. Mrs. Albert Dieke is Chairman of General Arrangements, and has already selected her various helpers. The State Convention follows closely that of the National. Since many of our California women are to attend the National Convention at St. Paul, we are expecting to have many valuable reports of the activities of other states, as well as the work as projected by the National officers.

The program of the State Convention will have several speakers of state and national reputation. Our National President will be with us. Those who had the opportunity to hear her when she came to California to be on the program of the N. E. A. will not miss this chance to hear Mrs. Reeve again. For greater efficiency and better organization, an institute will be held as part of the program, and suggestions will be given as to better methods. The inspirational addresses will be to emphasize the pre-school and high-school ages.

The work of making a survey of the county schools, as to those not organized, is being carried out in order that the next budget made for extension may be arranged to cover the needs of those counties where greater help is needed. This year the budget divided \$800 among the fourteen districts to aid them in their efforts to bring in new associations.

Fifth District

THERE is splendid cooperation between the County Librarians and our leaders of P. T. A. work in the Fifth District. Riverside and San Bernardino Counties report aid given them in compiling lists of approved films and of good reading for both parents and children; also of fine plans for suggested nature study during recreation.

Many new associations are being organized; those in junior high schools are very valuable to the work we have set out to do for children of that age.

First District

MONROVIA was the hostess to a very large meeting, and it was stated that the attendance was greater than ever before. It showed in its enthusiasm and programs that the work was accomplishing many splendid things. Plans were being made to have the larger groups take some of the extension courses given on the training of childhood by more efficient parents.

Fourth District

AT a district meeting held at Huntington Beach, one of the features was the nursery. As the meeting was held on Saturday, many mothers brought their children. The nursery was supervised by older girls, and as the children, forty in number, started down to the beach, a photograph was taken of the happy group.

Ninth District

THIS district is doing very fine work in health and community life, in places where the number of foreign children make this a great necessity. Milk distribution is carried on by the P. T. A. Playground supervision for all the months of the year is provided. School libraries are kept open during the vacation months. School nurses are provided, and conferences are being held at different parts of San Diego County for the examination of the children of those sections. One such conference was held at the county fair, and was called the "Well Baby" conference.

San Diego City Federation has two splendidly equipped rooms in the building that houses the Community Chest participants. They are doing a wonderful work in health, philanthropy and scholarship for the community as well as the big effort going into the training for better parenthood.

During the visit of the State President, a large district meeting was held at Chula Vista in one of the very modern schools. Attendance was large, and many came from homes almost at the Mexican border.

The San Diego Federation gave a dinner to the State President and invited the principals

(Continued on page 183)

CHILDREN'S PETS EXHIBITIONS IN CALIFORNIA

FREDERICK W. D'EVELYN, San Francisco

THE next C. P. E. will be held at the Civic Auditorium, San Francisco, April 15 and 16.

C. P. E. is a code index that has become international in usage: it is simply the conventional nom-de-cœur coined by the youthful exhibitors for the Children's Pets Exhibition.

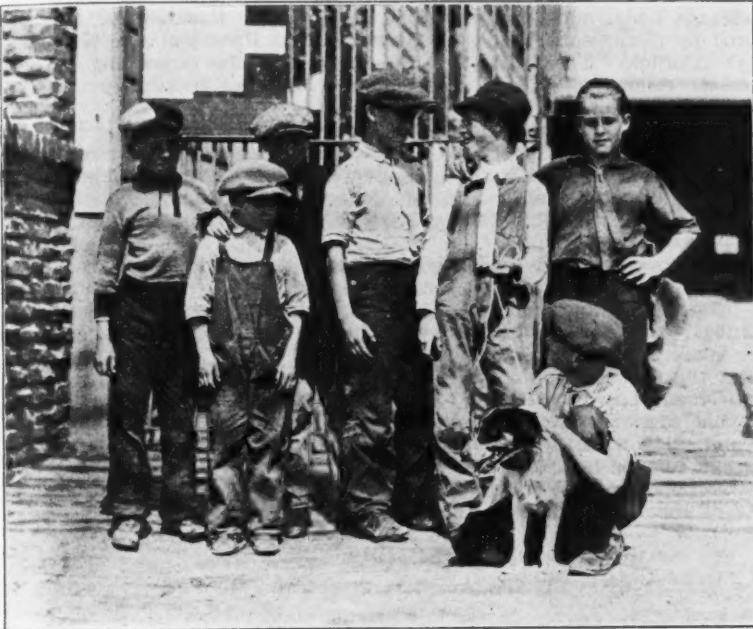
This movement originated in San Francisco nineteen years ago. Notwithstanding some uphill experiences, the movement was, in essence at least, a winner from the first. Very early

produce an entity that the judge at the C. P. E. accepts as a "child's pet."

For the past three years the C. P. E. movement has been affiliated with the San Francisco S. P. C. A., finding therein a oneness of purpose which is mutually beneficial.

As illustrative of the universal character and interest in the movement, Secretary McCurrie of the San Francisco S. P. C. A. read by request at the Second American World

Humane Conference, New York City, October 23, 1923, a paper on "The C. P. E. as a Worth-while Activity." The paper was most generously received, and its purposes as outlined were heartily commended. In San Francisco the C. P. E. has been cordially endorsed by such organizations as the Board of Education, Chamber of Commerce, Labor Union associations, while the personal recognition practically includes every man and woman who was once a child. It must, however, be conceded, that for gracious co-



These working boys used part of their earnings to "rescue" the dog-waif from the pound. He is now their chum and mascot.

in its career, Luther Burbank, the world-famed Californian and expert (amongst many others), conceded a favorable recognition. "I am," he said, "greatly in favor of the movement. I hold to the theory that children will learn to be considerate of people, if they are taught and encouraged to be considerate of pets."

There is a basic and potential instinct for chumship, innate and complimentary, between young humans and sentient living things. The Pets family are simply children in whom a constructive development of this instinct has been established by systematic instruction, guidance and sympathy. The chosen "living" thing under the direct and intimate association with its youthful guardian, gradually evolves those subtle and complex attributes which finally

operation the C. P. E. stands most deeply indebted to the principals and teaching staffs of both city and county schools. These are the apostles who have told the story, distributed the entry blanks, sustained the enthusiasm, and directed the children in preparing and registering their pets.

All services to the exhibitors are free, any child of school age may enter "a pet." All exhibits are fed, housed and cared for by the Society. Special prizes and ribbons are awarded on all classes. The forthcoming exhibition, which is during vacation, looms up big. Extra space has been secured and entries are already being selected. Any information requested will be gladly given by the Superintendent, 312-14 Phelan Building.

Educational Directory: Part I

ADVANCE EDITION
Please report errors or omissions

CALIFORNIA TEACHERS' ASSOCIATION

COUNCIL OF EDUCATION

Mark Keppel, County Superintendent of Schools, Los Angeles.....President
Arthur H. Chamberlain.....Executive Secretary

The Association is a federated body, governed by corporate law, composed (at present) of six geographical sections or divisions. Each section elects its own officers, works under a constitution that must be in harmony with the By-Laws of the Federal organization and the laws of the State, and holds its own annual meeting.

The Council is a delegate body, one representative for each 300 members or major fraction in the Section, elected by the members of each Section. The President and Secretary of each Section are delegates ex-officio. Terms of Council members differ according to Section from which they are chosen. Council Meetings, semi-annually, or more frequently; the annual meeting second Saturday in April of each year.

An executive body or Board of Directors of nine is chosen at the annual meeting of the Council, these to serve for one year, and to choose their own President and Secretary. The President of the Board is President of the Council; the Secretary may or may not be a member of the Council, and is the paid executive officer of the Council and of the Association, and is Editor of the Official Journal, THE SIERRA EDUCATIONAL NEWS. Annual dues \$3.00 per year, including subscription to the magazine.

The State organization works through the meetings of Sections, local Councils, and Committees of the Federal Council; initiates and carries through legislation; investigates and reports upon educational issues; proposes changes in methods or curricula or brings forward for consideration advanced propaganda. Only matters of State-wide import are taken up by the Council, which acts as a clearing house for the local bodies.

The State organization, the first of its kind to be organized in any State, is largely responsible for a Teachers' Retirement Law, for better tenure, increased salaries for teachers, more adequate financing of schools, higher professional standards, etc. A Teachers' Placement Bureau has been established in connection with the Association. This is the first State Association to organize a Placement Bureau for the benefit of its members.

THE SIERRA EDUCATIONAL NEWS serves as the channel of communication, and to cement together all parts of the State. It has a National circulation.

BOARD OF DIRECTORS

MARK KEPPEL, Los Angeles; President.

A. J. CLOUD, San Francisco.
E. MORRIS COX, Oakland.
WILLIAM JOHN COOPER, Fresno.
MISS CECIL M. DAVIS, Santa Cruz.

L. P. FARRIS, Oakland.
GEORGE C. JENSEN, Eureka.
MRS. EUGENIA WEST JONES, Los Angeles.
W. L. STEPHENS, Long Beach.

COUNCIL OF EDUCATION

Bay Section:

MISS ETHELIND BONNEY (1924), 1213 S. California St., Stockton.
A. J. CLOUD (1925), Deputy Superintendent Schools, City Hall, San Francisco.
ROY W. CLOUD, Superintendent Schools, Redwood City.
ALBERT S. COLTON (1923), 3424 Webster St., Oakland.
E. MORRIS COX (1925), Assistant Superintendent Schools, City Hall, Oakland.
C. J. DUFOUR (1923), Superintendent Schools, Alameda.
A. G. ELMORE (1925), County Superintendent Schools, Modesto.
E. G. GRIDLEY (Ex-Officio) (1923), Roosevelt Junior High School, Oakland.
J. M. GWINN, Superintendent Schools, City Hall, San Francisco.

J. E. HANCOCK (1925), 532 S. Ninth St., San Jose.
W. T. HELMS (1924), Superintendent Schools, Richmond.
FRED M. HUNTER (1924), Superintendent Schools, Oakland.
DAVID E. MARTIN, County Superintendent Schools, Oakland.
MISS MARY F. MOONEY, 251 Missouri St., San Francisco.
MRS. GAIL MOODY RUDDICK (1924), 1227 Euclid Ave., Berkeley.
BRUCE PAINTER (Ex-Officio) (1923), Superintendent Schools, Petaluma.
MISS LULU SHELTON, 574 Sixty-first St., Oakland.
GEORGE M. THIRIOT (1924), Technical High School, Oakland.

MISS MAY C. WADE (1925), 2400 Durant Ave., Berkeley.

H. B. WILSON (1923), Superintendent Schools, Berkeley.

Central Section:

L. E. CHENOWETH, County Superintendent Schools, Bakersfield.

WM. JOHN COOPER (Ex-Officio) (1923), Superintendent Schools, Fresno.

CHARLES, EDGECOMB, District Superintendent, Selma.

MRS. META N. FOOTMAN, County Superintendent Schools, Madera.

A. W. MEANY, Principal, High School, Merced.

MISS M. L. RICHMOND (1924), County Superintendent Schools, Hanford.

CHARLES E. TEACH, City Superintendent Schools, Bakersfield.

ROBERT J. TEALL (1924), Principal High School, Madera.

Central Coast Section:

ROBERT L. BIRD (1923), County Superintendent Schools, San Luis Obispo.

MISS CECIL M. DAVIS (1924), County Superintendent Schools, Santa Cruz.

MISS CATHARINE U. GRAY, Superintendent Schools, Hollister.

T. S. MacQUIDDY (Ex-Officio) (1923), Principal High School, Watsonville.

Northern Section:

S. M. CHANEY (1923), County Superintendent Schools, Willows.

E. I. COOK (1923), Sacramento High School, Sacramento.

MARY R. CRAVENS, 1823 H St., Sacramento.

L. P. FARRIS (Ex-Officio) (1923), Principal High School, Marysville.

JAMES FERGUSON, 4556 Second Ave., Chico.

CHARLES C. HUGHES, City Superintendent Schools, Sacramento.

MRS. ELIZABETH HUGHES, Oroville.

HARRIET S. LEE, County Superintendent Schools, Woodland.

MRS. MINNIE R. O'NEILL (Ex-Officio) (1923), Asst. Supt. Schools, Sacramento.

LEO R. WADSWORTH, Sutter Union High School, Sutter.

North Coast Section:

J. S. COTTON, Principal Fort Bragg Union High School, Fort Bragg.

ROY GOOD, County Superintendent Schools, Ukiah.

MISS SHIRLEY PERRY, Ukiah Union High School, Ukiah.

GEORGE C. JENSEN, Principal, High School, Ukiah.

Southern Section:

C. E. AKERS (1924), 331 Palm Ave., Riverside.

GEORGE E. BETTINGER (1924), 30 S. Curtis, Alhambra.

GEORGE C. BUSH (1925), Superintendent Schools, South Pasadena.

WALTER B. CRANE (Ex-Officio) (1923), Principal Ramona School, Los Angeles.

J. A. CRANSTON (1925), Superintendent Schools, Santa Ana.

WM. P. DUNLEVY (1924), 2924 Ash St., San Diego.

MERTON E. HILL (1924), Principal Chaffey U. H. S. and Junior College, Ontario.

MISS ISABELLA HILDITCH (1925), National City.

C. R. HOLBROOK, Superintendent Schools, San Bernardino.

F. E. HOWARD (1924), Principal High School, Bishop.

MISS IDA C. IVERSON (1924), Hotel Trinity, Los Angeles.

MISS JEANETTE JACOBSON (1924), 202 Trinity Bldg., Los Angeles.

MRS. EUGENIA WEST JONES (1925), 318 S. Benton Way, Los Angeles.

MARK KEPPEL (1923), County Superintendent Schools, Hall of Records, Los Angeles.

IRA C. LANDIS (1925), County Superintendent Schools, Riverside.

MISS FLORENCE E. MARTIN (1925), 842 Westchester Place, Los Angeles.

R. P. MITCHELL, County Superintendent Schools, Santa Ana.

GEORGE U. MOYSE, Principal Glendale Union High School, Glendale.

MISS MARY I. NEWBY, 527 E. Washington St., Pasadena.

A. S. POPE (1924), County Superintendent Schools, Santa Barbara.

H. M. REBOK (1925), Superintendent Schools, Santa Monica.

MRS. BLANCHE REYNOLDS (1925), County Superintendent Schools, Ventura.

CLAUDE W. SANDIFUR, 108 E. Third St., Lankershim.

A. P. SHIBLEY (1925), District Superintendent El Centro City Schools, El Centro.

MRS. GRACE C. STANLEY (1925), Commissioner Elementary Schools, Sacramento.

PAUL E. STEWART (1925), Superintendent Schools, Santa Barbara.

W. L. STEPHENS (1924), Superintendent Schools, Long Beach.

W. L. STUCKEY, District Superintendent Schools, 332 E. Irvington Ave., Huntington Park.

F. L. THURSTON (Ex-Officio) (1923), 1121 Loew's State Building, Los Angeles.

A. F. VANDEGRIFT (1925), Polytechnic High School, Los Angeles.

GUY V. WHALEY (1925), Superintendent City Schools, Pomona.

DOROTHY WHEELIS, 651 W. Thirty-sixth St., Los Angeles.

R. D. WHITE (1925), Superintendent Schools, Glendale.

MISS ANNA L. WILLIAMSON (1925), 1147 W. Twentieth St., Los Angeles.

CALIFORNIA TEACHERS' ASSOCIATION SECTIONS

Bay Section:

Mary F. Mooney, 251 Missouri St., San Francisco.....President
 E. G. Gridley, Roosevelt High School, OaklandSecretary

Central Section:

L. E. Chenoweth, County Superintendent Schools, Bakersfield.....President
 Mrs. Meta N. Footman, County Superintendent Schools, Madera.....Secretary

Central Coast Section:

Miss Catherine U. Gray, County Supt. Schools, Hollister.....President
 T. S. MacQuiddy, Principal High School, Watsonville.....Secretary

Northern Section:

Chas. C. Hughes, City Superintendent Schools, Sacramento.....President
 Leo A. Wadsworth, Sutter Union High School, Sutter.....Secretary

North Coast Section:

J. S. Cotton, Principal High School, Fort Bragg.....President
 Miss Shirley Perry, High School, Ukiah.....Secretary

Southern Section:

Paul Stewart, City Superintendent Schools, Santa Barbara.....President
 F. L. Thurston, 1121 Loew's State Bldg., Los Angeles.....Secretary

EDUCATIONAL DIRECTORY

STATE DEPARTMENT OF EDUCATION

State Board of Education:

E. P. Clarke, Riverside, President.
 Mrs. Carrie Parson Bryant, Los Angeles.
 Clarence E. Jarvis, Sutter Creek.
 Mrs. Elizabeth B. Phillips, Porterville.
 S. D. Merk, Burlingame.
 Mr. Florence J. O'Brien, Chico.
 C. A. Storke, Santa Barbara.
 Superintendent of Public Instruction and Secretary, ex-officio, State Board of Education:
 Will C. Wood, Sacramento.
 Assistant Secretary: Mrs. Florence B. Argall, Sacramento.

Office of Superintendent of Public Instruction:

Superintendent and Director of Education: Will C. Wood.
 Assistant Superintendents (Commissioners of Education):
 Albert C. Olney, A. R. Heron, Mrs. Grace C. Stanley.
 Assistant Superintendent and Director of Foreign Language Schools: Sam H. Cohn.
 Assistant Superintendent, Director of Americanization: Miss Ethel Richardson.
 Deputy Director of Education: A. R. Heron.
 Supervisor of Attendance: Georgiana Carden.
 Textbook Clerk: W. S. Dyas.
 Secretary to Superintendent: Miss Edna Stangland.

Office of State Board of Education:

Elementary Department: Mrs. Grace C. Stanley, Commissioner of Elementary Schools.
 Secondary Department: Albert C. Olney, Commissioner of Secondary Schools.
 Vocational Department: Nicholas Ricciardi, Commissioner of Industrial and Vocational Education.
 Miss Maude I. Murchie, Supervisor of Teacher Training Courses in Home Economics.
 R. J. Werner, Supervisor of Agricultural Instruction.
 John C. Beswick, Supervisor of Trade and Industrial Instruction.
 W. M. Coman, Supervisor of Rehabilitation.
 Miss Maude I. Murchie, Supervisor of Teacher Training Courses in Home Economics.
 R. J. Werner, Supervisor of Agricultural Instruction.
 John C. Beswick, Supervisor of Trade and Industrial Instruction.
 W. M. Coman, Supervisor of Rehabilitation.
 Physical Education Department: Dr. Herbert R. Stolz, Supervisor of Physical Education.
 Miss Marion H. Ketcham, Assistant Secretary Retirement Board.
 Commission of Credentials: Members—Superintendent Will C. Wood, Commissioner Grace C. Stanley, Commissioner Albert C. Olney, Commissioner Edwin R. Snyder.
 Assistant Secretary: Miss Helen Dimmick.

CITY SUPERINTENDENTS OF SCHOOLS

City	County	Name of Superintendent
Alameda	Alameda	C. J. DuFour
Alhambra	Los Angeles	Charles E. Barber
Bakersfield	Kern	Charles E. Teach
Berkeley	Alameda	H. B. Wilson
Chico	Butte	Chas. H. Camper
Eureka	Humboldt	Geo. B. Albee
Fresno	Fresno	Wm. J. Cooper
Glendale	Los Angeles	R. D. White
Grass Valley	Nevada	J. S. Hennessey
Long Beach	Los Angeles	W. L. Stephens
Los Angeles	Los Angeles	Mrs. Susan M. Dorsey
Modesto	Stanislaus	W. E. Faught
Oakland	Alameda	Fred M. Hunter
Oroville	Butte	L. M. Trempe
Palo Alto	Santa Clara	A. C. Barker
Pasadena	Los Angeles	J. F. West
Petaluma	Sonoma	Bruce H. Painter
Piedmont	Alameda	Harry Jones
Pomona	Los Angeles	G. V. Whaley
Richmond	Contra Costa	W. T. Helms
Riverside	Riverside	A. N. Wheelock
Sacramento	Sacramento	Chas. C. Hughes
Salinas	Monterey	Arthur Walter
San Bernardino	San Bernardino	C. Ray Holbrook
San Diego	San Diego	Henry C. Johnson
San Francisco	San Francisco	J. M. Gwinn
San Jose	Santa Clara	Walter L. Bachrodt
San Luis Obispo	San Luis Obispo	Arthur H. Mabley
San Rafael	Marin	Oliver R. Hartzell
Santa Ana	Orange	John A. Cranston
Santa Barbara	Santa Barbara	Paul E. Stewart
Santa Cruz	Santa Cruz	Karl F. Adams
Santa Monica	Los Angeles	Horace M. Rebok
Santa Rosa	Sonoma	Jerome O. Cross
Stockton	San Joaquin	Asnel S. Williams
Tulare	Tulare	A. W. Ray
Vallejo	Solano	E. L. Cave
Ventura	Ventura	Arthur L. Vincent
Visalia	Tulare	DeWitt Montgomery

COUNTY SUPERINTENDENTS OF SCHOOLS

County	Name	Address
Alameda	David E. Martin	Oakland
Alpine	Mrs. M. E. Burns	Gardnerville, Nevada
Amador	Mrs. S. R. Greenhalgh	Jackson
Butte	C. H. Neilson	Oroville
Calaveras	Charles Schwerer	San Andreas
Colusa	Halbert H. Sauber	Colusa
Contra Costa	Wm. H. Hanlon	Martinez
Del Norte	E. A. Moore	Crescent City
El Dorado	E. J. Fitzgerald	Placerville
Fresno	Clarence W. Edwards	Fresno
Glenn	S. M. Chaney	Willows
Humboldt	Robert A. Bugbee	Eureka
Imperial	H. C. Coe	El Centro
Inyo	A. A. Brierly	Bishop
Kern	L. E. Chenoweth	Bakersfield
Kings	Miss M. L. Richmond	Hanford
Lake	Miss Minerva Ferguson	Lakeport
Lassen	Mrs. Julia A. Norwood	Susanville
Los Angeles	Mark Keppel	Los Angeles
Madera	Mrs. Meta N. Footman	Madera
Marin	James B. Davidson	San Rafael
Mariposa	T. E. Price	Mariposa

Mendocino	Roy Good	Ukiah
Merced	C. S. Weaver	Merced
Modoc	C. J. Toreson	Alturas
Mono	Miss Mildred Gregory	Bodie
Monterey	James G. Force	Soledad
Napa	Miss Eva Holmes	Napa
Nevada	Mrs. Ella Austin	Nevada City
Orange	R. P. Mitchell	Santa Ana
Placer	Miss Irene Burns	Auburn
Plumas	Mrs. Vivian Long	Quincy
Riverside	Ira C. Landis	Riverside
Sacramento	R. E. Golway	Sacramento
San Benito	Miss Catherine W. Gray	Hollister
San Bernardino	Miss Ida M. Collins	San Bernardino
San Diego	Miss Ada York	San Diego
San Francisco	J. M. Gwinn	San Francisco
San Joaquin	Harry Bessac	Stockton
San Luis Obispo	Robert L. Bird	San Luis Obispo
San Mateo	Roy W. Cloud	Redwood City
Santa Barbara	A. S. Pope	Santa Barbara
Santa Clara	J. E. Hancock	San Jose
Santa Cruz	Miss Cecil M. Davis	Santa Cruz
Shasta	Miss Charlotte Cunningham	Redding
Sierra	Miss Belle Alexander	Downtonville
Siskiyou	J. W. Miller	Yreka
Solano	Dan H. White	Fairfield
Sonoma	Miss Louise Clark	Santa Rosa
Stanislaus	A. G. Elmore	Modesto
Sutter	Mrs. Minnie M. Gray	Yuba City
Tehama	Miss Mamie B. Lang	Red Bluff
Trinity	Miss Lucy M. Young	Weaverville
Tulare	J. E. Buckman	Visalia
Tuolumne	G. P. Morgan	Sonoma
Ventura	Miss Blanche T. Reynolds	Ventura
Yolo	Miss Harriet S. Lee	Woodland
Yuba	Miss Jennie Malaley	Marysville

DISTRICT SUPERINTENDENTS OF SCHOOLS

County	Name	City
Alameda	D. C. Cagwin	Berkeley
	W. B. Kammerer	Hayward
	I. R. Abbott	Livermore
	D. B. Lacy	Oakland
	W. O. Davies	San Leandro
Contra Costa	C. E. Lawson	San Lorenzo
	R. R. Huffman	Antioch
	E. A. Palmer	Concord
	George A. Johnson	Crockett
	Miss Alice E. Kelley	Martinez
Fresno	F. S. Ramsdell	Pittsburg
	C. L. Greer	Coalinga
	E. E. Hough	Fresno
	R. A. Catlin	Kingsburg
	Geo. Edgecomb	Reedley
Imperial	Dr. E. W. Hauck	Reedley
	Chas. Edgecomb	Selma
	I. F. Stewart	Sanger
	C. R. Prince	Calipatria
	C. B. Collins	Imperial
Kern	M. S. Templeton	Imperial
	R. C. Bowman	Fellows
	J. R. Cookman	Maricopa
Kings	J. A. Joyce	Taft
	C. E. Denham	Hanford
	T. C. Allen	Lemoore
Los Angeles	Charles C. Carpenter	Azusa
	C. H. Covell	Claremont
	Otto J. Harvey	Compton

	Ben S. Millikan.....	Covina
	Joseph C. Templeton.....	Downey
	Fred W. Shoemaker.....	El Monte
	Chas. N. Mills.....	El Segundo
	James M. Monroe.....	El Segundo
	Ernest E. Harwood.....	Glendale
	Wirt C. Williams.....	Glendora
	Pearl L. Hall.....	Hawthorne
	F. E. Rice.....	Hermosa Beach
	John F. Anderson.....	Huntington Park
	W. L. Stuckey.....	Huntington Park
	Clement H. Smith.....	Huntington Park
	Leonard F. Collins.....	Burbank
	G. W. Crozier.....	Inglewood
	A. R. Clifton.....	Monrovia
	M. R. Jacobs.....	Montebello
	Burton L. Easton.....	Puente
	Conrad E. H. Hale.....	Redondo Beach
	C. A. Langworthy.....	Redondo Beach
	J. B. Potter.....	Redondo Beach
	J. A. Bevington.....	San Gabriel
	C. C. Bush.....	South Pasadena
	W. C. Conrad.....	Venice
	Lewis F. Ferrish.....	Venice
	James A. Davis.....	Watts
	S. H. Thompson.....	Whittier
Madera	Joseph Cocannouer.....	Chowchilla
	O. S. Hubbard.....	Madera
	Robert J. Teall.....	Madera
Marin	H. C. Hall.....	Corte Madera
	H. H. Matthews.....	Mill Valley
	Wade F. Thomas.....	San Anselmo
	C. O. Sharpe	Sausalito
Merced	R. M. Miano.....	Los Banos
	C. S. Clark.....	Merced
Monterey	J. H. Graves.....	Monterey
Napa	O. K. Hull.....	Napa
Orange	Chas. C. Smith.....	Anaheim
	W. E. Fanning.....	Brea
	W. P. Reid.....	El Modena
	C. A. Marcy.....	Fullerton
	S. R. Fritz.....	Garden Grove
	James A. Baker.....	La Habra
	Geo. C. Sherwood.....	Orange
	Glenn A. Riddlebarger.....	Placentia
	Clark A. Reid.....	Huntington Beach
	Chas. A. Weise.....	Tustin
Riverside	C. O. Harvey.....	Beaumont
	George W. Scatt.....	Blythe
	Glenn D. Wright.....	Corona
	Paul G. Ward.....	Hemet
San Benito	C. A. Brittell.....	Hollister
San Bernardino	McCall Aldrich.....	Chino
	John H. Waldron.....	Colton
	John H. Thompson.....	Needles
	C. W. Randall.....	Ontario
	H. G. Clement.....	Redlands
	Fannie D. Noe.....	Upland
San Diego	Guy Hudgins.....	National City
San Joaquin	J. R. Overturf.....	Lodi
	L. E. Richards.....	Tracy
San Luis Obispo	A. M. Fosdic.....	Atascadero
	Wallace Emerson.....	Paso Robles
San Mateo	H. E. H. Ruggles.....	Burlingame
	W. J. Savage.....	Daly City
	A. E. Monteith.....	Redwood City
	H. C. Hall, Jr.....	San Bruno
	Geo. W. Hall.....	San Mateo
	L. E. Adams.....	South San Francisco

Santa Barbara	J. William Gastrich	Santa Barbara
Santa Clara	Chas. W. Townsend	Santa Clara
Santa Cruz	T. S. MacQuiddy	Watsonville
Siskiyou	A. G. Grant	Yreka
Solano	H. P. Short	Benicia
Stanislaus	J. J. Berry	Oakdale
Tehama	J. D. Sweeney	Red Bluff
Tulare	H. E. Kraus	Alpaugh
	W. N. Davis	Dinuba
	J. H. Bradley	Lindsay
	Chas. E. Bigham	Porterville
	DeWitt Montgomery	Visalia
Ventura	R. B. Haydock	Oxnard
	Chas. D. Jones	Santa Paula
Yolo	C. E. Dingle	Woodland

RURAL SUPERVISORS

Alameda County:

Music—

Mrs. H. E. Richardson, Niles.
 Miss Anne Obermuller, Hayward.
 Miss Cora Patton, Emeryville.
 Miss Inez Silva, Centerville.
 Miss Dorothy Cady, Piedmont.
 Miss Mildred Innes, San Leandro.
 Miss Liv Wisen, San Lorenzo.
 General Supervisor—James L. Bunker, Niles.
 J. C. Beacock, Pleasanton.

Butte County:

General Supervisor—Mrs. Josie E. M. Nielsen.
 Physical Education—A. W. Churley.

Colusa County:

General Supervisor—Mrs. Mary H. McElroy.
 Music—Miss Priscilla H. Dobbs.

Contra Costa County:

County School Nurse—
 Miss Rachel K. Miller, Martinez.
 Research Work—
 Mrs. M. L. Holloway, Martinez.
 Research Work and Penmanship—
 Mrs. Crozier Culp, Martinez.

El Dorado County:

Penmanship and Physical Education—
 Mrs. Kathleen A. Dwyer.
 Supervisor of Attendance—
 Miss Helen Geyser.
 Music—Charles W. Ball, Placerville.
 Mrs. Anna D. Eastin, Diamond Springs.

Fresno County:

Music—Ada Camp.
 Commercial—F. M. Fulstone.
 Art—Miss Florence Gamble.
 Americanization—Miss Harriett B. Merrill.
 Agriculture—Miss E. F. Frasher.
 Physical Education—Miss Nannie Weed.

Glenn County:

General Supervisor—R. W. Camper.
 Supervisor of Attendance—Frank Covington.
 Music—Miss Gertrude Fotheringham, Orland.

Humboldt County:

General Supervisor—W. H. Parker.
 W. B. Feenaty.

Kern County:

Music—Miss Lotta H. Harris, Bakersfield.
 Industrial Art—Mrs. L. L. Byraud, Bakersfield.
 General Supervisor—
 Miss Grace E. Dahlberg, Tehachapi.
 Agriculture—Ben B. Sutton, Bakersfield.

Kings County:

General Supervisor of Elementary Schools—
 Miss Helen S. Heffernan.
 Music—Miss Ruth Benson.

Madera County:

Music—Miss Ella K. Jones, Madera.
 Mrs. K. C. Irvine, Chowchilla.

Marin County:

Music—Miss Vivian Kennedy, Mill Valley.
 Miss Alice Vandersluis, San Rafael.
 Mrs. Irene C. Farnkopf, San Anselmo.
 General Supervisor—
 Mrs. D. B. Lawton, Tomales.

Mered County:

General Supervisor—Miss Gertrude Vasche.
 Mrs. Callie N. Thomas.
 Music—Miss Dora Carnine.
 Agriculture and Physical Education—
 W. M. Mathisen.

Modoc County:

General Elementary Supervisor—
 Karl O. Bayless, Alturas.
 Music—Miss Emma L. Fryhofer, Cedarville.
 Miss Mary Mullins, Alturas.
 Miss Dorothy Gloster, Alturas.

Monterey County:

General Supervisor—
 Mrs. Mary M. Bulger, Salinas.
 Mrs. Ella R. Stalker, King City.

Napa County:

Music—Miss Edith Imrie, Napa.
 Miss Lucile Macabee, St. Helena.

Orange County:

General Supervisor—B. F. Beswick, Tustin.

Placer County:

Supervisor of Primary Work and Reading—
 Mrs. Sophia Bernard.
 Physical Education—Miss Catherine Hibbs.

(Continued on page 185)



FROM THE FIELD



[This department comprises brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state educational affairs of general interest.]

Amendment Sixteen

MY dear Mr. Chamberlain—I have your circular letter of January 14. I am very much interested in the state support of public schools, and was somewhat surprised to see from the table on page 5 that from 1895 to 1920 California had decreased her percentage of state support. I note that the maximum of state support in California was in 1899-1900. I am of the opinion that in order to equalize opportunities in our public schools, it is necessary for the greater portion of school support to be obtained from state sources.—Sincerely yours, S. M. N. Marrs, State Superintendent of Public Instruction, Texas.

DEAR Editor—I have yours of January 14th, enclosing copy of Constitutional Amendment No. 16. I am pleased to get this at this time, as we are working on an equalization proposition for Wisconsin.—Sincerely yours, John Callahan, State Superintendent of Public Instruction, Wisconsin.

DEAR Mr. Chamberlain—I wish to thank you for your general letter of January 14th, and for the bulletin on Constitutional Amendment No. 16 in California. We are involved in a similar problem here.—Very truly yours, M. A. Nash, State Superintendent of Public Instruction, Oklahoma.

Bouquet

DEAR Sirs—Permit me to compliment you on your editorial, "Two Fold Function of the University." I think this is about the best of its kind I have ever seen.

That cannot be told them too often. Their main business is to teach. The so-called universities in the United States with the exception of Johns Hopkins, perhaps, are teaching institutions.

Forgetful of this, they turn out people who can lecture, pursue fads and fancies with pupils, but who do not know what real and actual teaching is.—Sincerely yours, Geo. A. Dickson, Oceanside, California.

A Notable Occasion

ON Wednesday evening, January 23, the city school administrators about the bay region were guests of Dean Kemp of the School of Education, members of the faculty, and administrative officers of the university.

Those present as hosts included: President W. W. Campbell, Dean W. M. Hart, Dean B. M. Woods, Director Leon J. Richardson of the Extension Division, Dr. H. L. Bruce, Dean of the

Summer Session, and Dean W. W. Kemp, and the following members of the faculty of the Department of Education: Professors F. W. Hart, E. O. Sisson, L. A. Williams, and E. A. Lee.

The guests were: Mr. A. C. Olney, Commissioner of Secondary Schools, Superintendent J. M. Gwinn, Deputy Superintendent A. J. Cloud, of San Francisco; Superintendent F. M. Hunter, First Assistant Superintendent Morris E. Cox and Assistant Superintendent Lewis Avery, of Oakland; Superintendent H. W. Jones, of Piedmont; Superintendent C. J. DuFour, of Alameda; Superintendent Walter Helms, of Richmond, and Superintendent H. B. Wilson, of Berkeley.

The conference began with a dinner in the private dining room of the Faculty Club. At the conclusion of this delightful social function, President W. W. Campbell expressed the pleasure of the university at having opportunity for a conference with the school administrators with reference to cooperative relationships of mutual value to the university and cities represented.

The group adjourned from the Faculty Club shortly before eight to go to Haviland Hall, the new education building. An hour was spent in the inspection of this modern, commodious building, following which the group assembled in the faculty room for further conference.

The city school administrators were asked to indicate any views they had regarding the function of the department of education in relation to the progress of the city schools represented. The various superintendents reported requests which they had had from their teachers for types of courses which were not available to them at the university. The general view was emphasized that teachers not only wish to keep up their growth and development, but that they wish to do work which may lead to a degree later. It was urged that there is a need of some types of courses not now offered, and for scheduling these courses at hours when they may be available to teachers in service.

The discussion was participated in by the administrative officers of the university. Many questions were raised by them, that they might get fully the views of the superintendents. It is hoped that such meetings may be held from time to time to the end of exchanging views and of making plans of mutual benefit to those concerned.

H. B. WILSON.

Research in Schools

DEAR Editor—I take much pleasure in extending to you my congratulations on the first editorial in the current number of the "News" under the caption, "Twofold Function of the University."

The value of research work in our universities can hardly be overestimated. Likewise there is good defense for a certain amount of "original research and investigation" in the high school.

I am rather surprised, however, that you did not mention the extent to which this character of activity has been carried down into the elementary schools. Even in the grades I appreciate the good that may, and occasionally does, come out of intelligently conducted research work; but isn't there a tendency in many cases to overdo?

Teachers poorly equipped are assigned tasks of which they have little understanding and with which they have even less sympathy, with the result that fundamentals are often sadly neglected. Occasionally we get a contribution of real value to the educational world; but too often we get "wonderful" magazine articles or "brilliant" platform lectures that have little or no practical value to the great mass of teachers, and serve in many instances but to lead the young and inexperienced teacher astray.—R. B. Haydock, District Superintendent, Oxnard

Resolution

At the meeting of California Council of Education in Los Angeles, December last, a committee was appointed to draft suitable resolutions on the death of two Council Members—Miss Sara L. Dole and Miss Winifred Wear. The following resolutions were unanimously adopted:

WHEREAS, The Divine Ruler of men has recently taken from our midst Miss Winifred Wear and Miss Sarah L. Dole;

Whereas, Miss Wear in her life work as classroom teacher, as principal, as Secretary of the Central Section, California Teachers' Association, and as a member of this Council; and Miss Dole as classroom teacher, both elementary, high school, and Vice-principal of Manual Arts High, Los Angeles, and a most active and far-seeing member of this Council, and many other organization activities—have each given continued proof of fidelity to duty, of loyalty and intelligent devotion to the cause of education, and to the welfare of the teaching body of this state; therefore be it

Resolved, That we as a Council express regret that they were not spared to continue their work; that we express our sympathy to the families who have suffered this untimely loss; and that we express our recognition and heartfelt appreciation of their untiring labors to the educational system of our state.—Minnie O'Neil, Robert J. Teall, Ida Christine Iversen, Committee.

Who's Who

EDITOR—I have just received a pamphlet entitled "A Who's Who—How They Voted."

I wish to congratulate you and the rest of the California public on this remarkable document. It is the most effective thing I have ever seen in connection with school legislation.—Sincerely yours, Charles A. Bennett, Editor Industrial Education Magazine, Peoria, Illinois.

Creative Education

ONE of the notable features of the 1924 Summer Session of the State Teachers' College at San Francisco. There is to be a new Department of Creative Education under the direction of Mrs. Grace Stanley, State Commissioner of Elementary Education. This new series of courses, according to an announcement by the college, is upon a principle never heretofore demonstrated, it might be said, in any institution for the training of teachers; nor, for that matter, in any educational institution. For want of better name we at present group this series under what we may call the Department of Creative Education. This term means that the courses so offered will have for their operating force, not coercion, not petty external rewards, but simply the force aroused into activity through the free initiative of creative work.

The idea of introducing the demonstration of this revolutionary principle as a feature in the training of teachers originates with Mrs. Grace Stanley, the new State Commissioner of Elementary Education. In her travels and visitation of schools she has found here and there teachers whose work successfully exemplifies this great educational principle. These she will bring together at the Summer Session as the best means of meeting the ever-failing effort of educational institutions to teach students by compulsion. At a time when educational formalism is dominant, even in institutions for training of teachers; when degrees and units are being accepted at full face value, despite the obvious evidence that as currency they are spurious, the project is noteworthy.

But Commissioner Stanley is not critical. She will meet the issue merely by demonstration of the contrary without comment upon what exists. She sets forth her purpose in the following terms:

"At the present time there is marked evidence of a feeling on the part of educators and laymen that we ought to make decided changes either in the curriculum or the procedure now used in our public schools, or in both. In response to this attitude of seeking after new material and new procedure, it has been deemed advisable to offer a unit in the San Francisco State Teachers' College centering around the idea that the natural creative instinct of children should be the directing force in education."

Long Beach Goes Ahead

WL. STEPHENS, Superintendent of Schools, Long Beach, has recently been reelected superintendent of schools at a salary of \$7,500 per year. This is a splendid vote of confidence and is of special significance in connection with the recent \$5,000,000 bond issue which Long Beach has voted for her public schools. Mr. Stephens' letter describing this bond issue is so interesting that we take pleasure in reproducing it in part:

"It affords me very great pleasure to inform you that the issuance of school bonds to the amount of \$4,900,000 has been sanctioned by the

electorate by a vote of twenty to one.

This is the largest bond issue ever passed by the city of Long Beach and the most nearly unanimous vote ever recorded on a public proposition of this character. The size of the issue was demanded owing to the marvelous growth of our city in recent years. For instance, we have in our schools this year an enrollment that is 4300 in advance of the corresponding date of last year. This represents an increase of over 30% in one year in enrollment. Since our schools opened in September new pupils have been enrolled at the rate of 1300 per month. There was in September a shortage throughout the city of not less than seventy-five classrooms. All of these factors influenced in determining the size of the bond issue.

Out of a total vote of 11,637 votes cast, there were 11,101 affirmative votes, and 536 negative votes.

With this money a new high school to cost a million dollars will be erected. A new junior high school to cost \$700,000 will be built. Practically every elementary school in the city will be enlarged. Three entirely new elementary schools will be erected and three more school sites will be bought, upon which, at present, no buildings will be erected. These three sites are for future school expansion.

The campaign had several unique features in which you might be interested.

We have three daily papers, all of which gave enthusiastic support to the campaign. Not a single letter, communication, or editorial of any kind or description during the two months the campaign was on was published that had in it the least suggestion of criticism of the campaign. All of the papers gave without limitation of their space to pictures, cartoons, news items, and editorials.

About 80% of all of the eggs sent out from jobbing houses to the retail trade were stamped with the words "School bonds, vote yes January 15th." The high school girls stamped 108,000 eggs that went into almost every home in the city.

The radio station of the Los Angeles Times broadcasted bond speeches for us that were heard all the way from New York to the Philippines.

Automobile stickers with the words "School bonds, vote yes January 15th" were used by the thousands. Earl Dougherty, one of our aviators, on election day flew over the city scattering thousands and thousands of dodgers. The Foster & Kleiser Sign Board Co. donated for our use ten of their largest sign boards located in the most conspicuous places in the city.

On election day one of our motor vehicle companies donated one of their largest busses for our high school band which traversed the various streets of our city.

Practically every organization of any kind or description in the city gave time on the program for one of our speakers.

In all of the voting precincts the children

put on parades of various kinds and descriptions. On election day continuous entertainment was afforded the patrons of the schools in the various school buildings which were the precinct polling places. We succeeded in getting out the largest vote that we have ever had on a school bond campaign.

The Parent-Teachers' Organization made a house to house canvass with the official statements of the board of education, and answered questions that the voters desired to ask. The offer of automobiles on election day was so universal that there were hundreds of machines available that we found it impossible to use.

When this money is converted into buildings, Long Beach will probably have the best equipped school plant of any city of its size in the country. The survey, the management of the campaign, and all of the work attendant thereon were accomplished by the school department itself.

I thought possibly you might be interested in the attitude that the citizens of Long Beach maintain toward their public school system in a time when public education throughout the United States is undergoing the fire."

W. L. STEPHENS, Superintendent.

Spelling Fight at Red Bluff

J. D. SWEENEY, Superintendent of Public Schools at Red Bluff, writes us of an exciting spelling bee at a recent County Trustee Institute:

"The old-timers challenged the eighth graders to spell against a picked team. The team included a former district attorney, one or two former college people, and was a representative body. Several of them spelled well. Will C. Wood gave out the words from a book which had not been used by the pupils for over a year, so no study had been done, as neither the children nor the trustees knew what source words would come from. Miss Lang asked me to select a team from our school. I selected ten and the test was twenty minutes, during which the trustees missed nineteen words while the boys and girls missed but eight. Another bubble 'burst'ed!"

"To say that the team was not bolsterous when the judges pronounced the result is putting it lightly. Miss Lang invited the team to the lunch which was later given the institute. The team was chosen from the results of a Stanford test given in October, all having tested over sixteen years."

Ambitious Teachers in Santa Cruz, California

FOR the past two years the Santa Cruz Teachers' Association has secured instructors from the San Jose State Teachers' College for lecture courses which give two units of University credit for each course.

Last year the lectures were on "Educational Measurements," and it was a very practical course for many of the teachers. This year our City Superintendent, Mr. Karl Adams, has

(Continued on on page 189)



EDUCATIONAL LITERATURE



THE EDUCATIONAL SERVICE OF THE PUBLIC LIBRARY

William Allen White

IGNORANCE is the menace of civilization. If America continues to grow the minds of her people must grow. And the schools alone cannot satisfy this need for continuing the intellectual growth of American citizens. In America today, 85 percent of the boys and girls are in school until the age of fourteen years. After that, but one in five continues school until the age of 18. Then what happens? A scanty few go to college or university and the others do not. Is this the end of their education then? Must their mental growth cease when the school doors close behind them?

There must be some way out. Some way to continue the educational growth of American citizens. And there is a way. That way is the public library. It is America's continuation school. It is the most democratic of American educational institutions. It is free to every person, color or race, nationality or creed—make no difference. It is free to every person who wishes to read, and who is willing to read.

If the schools will only teach the reading habit, the library will educate the world for the public library of America is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow.

The citizen has his duty toward the library. First of all he should encourage larger appropriations of funds. Too many people are being turned away because there are not enough copies of certain books to supply the demand, or not enough money to buy all the books that should be on the shelves. More than half the people of the United States do not have library facilities of any kind; the educational facilities of the library have not been recognized as they should be; with that recognition will come greater service.

Democratic as the library is, its service should be greatly extended. The librarians should be prepared to give more service, more encouragement and sympathy to their patrons, whether to help the half literate foreigner or the scholar. The public should be made to see that the library is a continuation school. While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.

A TEACHER'S PRAYER

Anne Alfreda Mellish

IF I have caused one child to miss the way,

If I have made his life one bit more gray,
If I have failed to lighten work with play,
Dear, Lord, forgive.

If I have worked for years with comrades dear,

And never heartened them with words of cheer,

Or helped with willing hands their paths to clear,

Dear, Lord, forgive.

If I have been unsympathetic, cold,
If I have slighted those in service old,

If I the kindly comment e'er withhold,

Dear, Lord, forgive.

Forgive me when I fail to watch and pray,
Keep me from failing in life's bitter fray,
And take me home at last with Thee to stay.

Dear Lord, Amen.

Textiles and Sewing Materials—By Mary Brooks Picken. 285 pp. Il. Published by Woman's Institute, Domestic Arts Series, Scranton, Pa. 1923. \$3.00.

The complete title of this book is, "Textiles, Laces, Embroideries and Findings, Shopping Hints, Mending, Household Sewing, Trade and Sewing Terms." This volume is the first book of a series of three books suitable for classroom, reference or library use, to be known as the Woman's Institute Domestic Arts Series. Each book will be complete in itself, but the three will be uniform in style of presentation and in binding.

"Textiles and Sewing Materials" has been prepared by Mrs. Picken, Director of Instruction of the Woman's Institute of Domestic Arts and Sciences, in order to provide a complete presentation of authentic information regarding textiles and all other materials used in sewing. Mrs. Picken has consulted with school authorities throughout the country in an endeavor to meet the needs for a school and college text on this subject, and her own experience in teaching sewing to more than 150,000 women at home during the past seven years makes her entirely familiar with the needs of the home woman.

Other volumes in the series are entitled, "Harmony in Dress;" "The Secrets of Distinctive Dress." The volume on Textile Styles and Laces

is excellently arranged and eminently practical. The illustrations are clear and helpful. A specialty of the book are definitions of many useful terms, which occupy some fifty pages and are very well written. V. MacC.

Our Fear Complexes—By Edward Huntington Williams and Ernest Bryant Hoag. 306 pages. Bobbs-Merrill Company, 1923. \$1.75.

Dr. Williams is a specialist in nervous and mental diseases, has held many important posts and has had wide experience as an expert alienist.

Dr. Hoag is a distinguished physician of ripe experience, is psychiatrist of the Los Angeles Juvenile Court and lecturer on child problems at the University of California. He has had much experience in handling nervous children, both as physician and as medical director of schools. His recent study of the intelligence of children of different races in the Hawaiian Islands is unique and conspicuous.

Dr. Paul DuBois, the great physician-philosopher, has wisely said, "It is in their education that patients ought to seek their cure, and people in good health should find their safeguard against nervousness. One ought to begin by little things, in the excellent habit of neglecting one's trifling ailments, and of going bravely forward without being too much concerned for one's comforts."

There is today no dearth of books on mental health subjects, and it might seem to some quite unnecessary to add another to the long list already available. But in stores and libraries, one is struck with the fact that most of these books have been written by people with little scientific training but possessed of much rather undirected emotional temperament.

The authors of this book have endeavored to present their ideas on fear in relation to nervous disorders and character peculiarities, in a manner free from prejudice, superstition, religious bias and scientific dogma, and in a style not too difficult for any intelligent reader. They have tried to recall the special problems of nervous patients as these have come to their offices for help, and to anticipate the troubles of others who, by care and proper direction, may be saved from unnecessary unhappiness. They have tried to write in a spirit of optimism and, they hope, with some sense of humor, for they feel that nervous people as a rule take themselves and the business of living far too seriously. Nevertheless, their aim is deeply and fundamentally a serious one.

The chapters include the following headings: Everyday Fears; Dreams, Fears and the Modern Dream Doctor; From Freud to Coué; Special Fears Having a Sexual Basis; The Fears of Children; The Glands of Courage, Fear, Health and Personality; The Habit of Fear; Cultivating Our National Courage.

This very readable book is distinguished for common sense, for a total lack of get-cured-quick claptrap. It puts Couéism where it belongs, and discusses Freud with simple practicality. It diagnoses our fears and helps us

face them fearlessly; giving workable remedies that appeal to our intelligence. The chapter on the nervous child will commend itself to all parents and teachers. That section devoted to the ductless glands will come to many readers as a startling revelation.

The glands of courage, of fear, of health and personality present an almost romantic field in medical science, yet an intensely practical one. For some of their functions are now known definitely, and the cures wrought are so effectively spectacular that there is little room left for doubt about them.

"Our Fear Complexes" is addressed to readers who are in search of truth, honesty and practical enlightenment. V. MacC.

Monograph of School Music, Number One. Outline of progressive music study applicable to the elementary grades—By Frances Wright, Associate Professor of School Music, University of California, Southern Branch. 23 pp. Published by the Southern Branch.

This is an important and revised edition of a very useful little volume which was reviewed in the Sierra, January, 1923.

In the various sections of the monograph, Miss Wright takes up the scope and limitation of public school music, with emphasis upon the child voice, pitch, selection of songs and like important matters. There follows an outline by grades—first to sixth inclusive. Here the author develops the aims in music instruction in the various grades; the characteristics of the music; the material and procedure in each grade, together with the outstanding problems to be met and mastered. There is a valuable and extensive bibliography of music texts for teachers and another list for children. This monograph will prove of exceeding value to student teachers of music in colleges, universities and teacher training institutions and conservatories. It will find its place also in directing class work in public school music.

"Music expression should be spontaneous and natural," states Miss Wright, "and even more enjoyable than any other form of expression. An experience of many years has convinced the writer that a proper approach in the primary and elementary grades can and does bring a very large return in real educational values. It is far better that the child leave the elementary grades with a thirst for good music and a large freedom of expression in it than that he be fed up on technique and, as too often happens, leave with an attitude of indifference or dislike for the subject." V. MacC.

* * *

Americanization

Reader and Guide for New Americans—By A. W. Castle. Book One, 269 pp., il. Book Two, 311 pp., il. Macmillan, 1923.

Business

Elements of Retailing—By Ruth Leigh. 384 pp. Il. Appleton.

The Victrola and Victor Records are now a part of the regular school-room equipment of over 11,000 American cities.



What are the Fundamentals of Education ?

THE cry of the so-called practical educator to-day is "Stick to the fundamentals! Out with fads and frills!"

Fine! We agree. For what is more fundamental than music? MUSIC was the basis of education centuries before the three R's were known!

Rightfully enough, it is only a thorough grounding in the three R's and vocational training that prepares for adequately sustaining life. But true education has come to mean so much more than a preparation for *making a living*. It must prepare for *complete living*. The modern school is more than a mere workshop. Only insofar as it makes ready for both earning a living and appreciating the finer values of life—music, art, literature—does it fulfill its mission.

Music in the school vitalizes, illuminates, and correlates with many other subjects: literature, history, geography, commercial studies, mythology, physical education, nature study, and hygiene. It fosters all the educational processes that are the desideratum of the so-called practical subjects. It SECURES attention, interest, mental discipline, participation, and expression, THROUGH sense perception, emotional response, and instruction, STIMULATING imagination, discrimination, concentration, and interpretation, LEAVING a residuum of knowledge, culture, poise, and power.

What other one subject can do so much?—And fully possible with the Victrola in the classroom.

Educational Department

Victor Talking Machine Company, Camden, New Jersey

Say you saw it in the Sierra Educational News



NOTES AND COMMENT



EDUCATIONAL CALENDAR

Dates of Interest to Western School People

March

- 12 Public School Music Day, California Federation of Music Clubs.
24 Charter Day, University of California.
Inauguration of President W. W. Campbell.

April

- 12 C. T. A. Council, Oakland.
24-26 Tenth Annual State Exhibit, California Wild Flowers, San Francisco.

May

- 5 National Convention, National Congress of Mothers and Parent-Teachers' Associations, St. Paul, Minn.
11 Mothers' Day.
12 California High School Principals' Conference.
18 First Annual World Goodwill Day. (Auspices World Conference on Education). Commemorates opening of the first Hague Conference.
26-29 California Conference of Social Work, Annual Convention, Long Beach. Dr. George F. Kennigott, Los Angeles, chairman.

June

- 3-12 General Federation Women's Clubs, Biennial Convention, Los Angeles.
29-July 5 N. E. A. Convention, Washington D. C.

July

- 1 World Peace Plan Award Contest, \$15,000. Closing date.
31-Aug. 15 Pan-Pacific Conservation Conference, auspices Pan-Pacific Union, Honolulu, Hawaiian Islands.

August

- 10 Second International Boy Scout Jamboree, Copenhagen, Denmark.

A forward-looking program of education, according to Dean Ellwood P. Cubberley of Stanford University, comprehends six points as follows:

1. A comprehensive education program to aid in the assimilation of the foreign born.
2. Such a reorganization of school curricula as will adapt the schools better to new conditions and needs in national life.
3. The reorganization and redirection of rural education.
4. A much more general equalization of both the advantages and the burdens of education through a more extensive pooling of the costs for maintaining what is for the common good of all.
5. Provision for the placing of an adequately

educated and adequately trained teacher in every classroom in the United States.

6. The nationalizing of education in the minds of our people with some intelligent form of national aid in school support to insure a better equalization of both the advantages and the burdens of education as between the states.

A genuine wave of choral enthusiasm has swept over the University of Kansas and city of Lawrence, Kansas. Under the direction of the new Dean of the School of Fine Arts, Mr. D. M. Swarthout, a great oratorio chorus numbering around 550 voices has been organized and is already well started in rehearsals on Handel's "Messiah," which will be offered at some great concert in the spring.

Dean Swarthout was formerly director and organizer of the Decatur Oratorio Chorus of Decatur, Illinois, of over 300 voices which, for the past eight years, has presented with unusual success some great choral work in connection with the annual Decatur Festival of Music. The University of Kansas, as well as the city itself, are solidly supporting this great community chorus, which is known as the Lawrence Choral Union.

A Victrola in the Schools; What Does It Mean?



Appreciation of good music is a right belonging to every child, but denied to most by lack of opportunity.

For it is only by constant repetition of good music that good music becomes appreciated.

And because the VICTROLA supplies this opportunity, its place in the school is fixed. It belongs in your school room as definitely as the blackboard or the ink well.

The greatest musicians sing only for the true Victrola

Sherman, Clay & Co.

Kearny and Sutter Streets, San Francisco
Fourteenth and Clay Streets, Oakland
Ninth and J Streets, Sacramento
Levy Bros. Dept. Store, Stockton
Fulton and Merced Streets, Fresno
141-147 S. First Street, San Jose
Stores also at
Portland, Seattle, Tacoma, Spokane
and elsewhere.

For the Teaching of the Foreign-Born

Leading Facts for New Americans

By RALPH PHILIP BOAS, Head of the Department of English, Central High School, and Director of Evening Schools and Evening School Extension, Springfield, Mass., and LOUISE SCHUTZ BOAS.

216 pages

Illustrated

Price, \$0.68

THIS NEW BOOK, original in plan and rich in content, presents varied and interesting material for reading, composition, and conversation. The lessons also provide numerous opportunities for teaching simple history, geography, civics, hygiene, elementary science, economics, and biography. Specific suggestions are given for teachers.

At the end of each lesson are "Topics for Further Thought." While the book is primarily a reader for intermediate and advanced immigrant classes in English, it is also a means for helping students to a broad understanding of American life and ideals, both material and spiritual. A fund of information is given here which is stimulating and inspiring.

Readers for New Americans

By JOHN A. LONG

District Superintendent of Schools, Chicago, Illinois

Book One, 224 pages

Illustrated

Price, \$0.68

Book Two, 208 pages

Illustrated

Price, .68

A COMPREHENSIVE course which teaches the English of daily American life and provides much varied information which should be known by the prospective American citizen. Though the method is that of the young beginner, the matter is that of the adult and progresses rapidly. At the start the word and object for which it stands are closely associated.

Book One deals with those matters with which the foreign-born adult constantly comes in contact in his home and community. Book Two presents lessons in American history and government which are essential to intelligent American citizenship. Here are given in varied order four separate lines of thought—American history and civics, English grammar and spelling, geography, and the English of arithmetic.

AMERICAN BOOK COMPANY

121 SECOND STREET, SAN FRANCISCO

NEW YORK

CINCINNATI

CHICAGO

BOSTON

ATLANTA

THE STEINHART AQUARIUM

(Continued from page 163)

fishes and similar species; fresh water cooled to meet the needs of trout, salmon, and other cold water species; salt water of the local temperature for local and salt water species suited to that temperature; and salt water warmed to meet the needs of fishes from the Hawaiian Islands and elsewhere in the tropics.

There are upwards of 110 tanks, large and small, and large outdoor pools. One unique feature is a large indoor tropical swamp stocked with various species of turtles, frogs, water snakes, salamanders, alligators, and aquatic plants. Around the tropical swamp are two series of balanced aquariums which are very beautiful and interesting.

Another unique feature is a fish-hatching equipment where an expert detailed by the State Fish and Game Commission will demonstrate the methods of fish culture.

Still another unique feature is a well equipped biological laboratory in which college professors, high school teachers, students and others can carry on investigation of any problems of aquatic life that can be studied from aquarium material. It is expected that this laboratory will prove of real value to the public schools.

The aquarium employs what is known as the closed circulation system, the water being stored in large reservoirs, from which it is kept circulating through the aquariums, the same water being used over and over again for years.

The object has been to carry out the wishes of Mr. Steinhart by providing an aquarium that will be of the greatest general interest and that will be of the highest educational value to the city and the state.

It is the intention to equip the laboratory with microscopes, microtomes, reagents, salt water, fresh water, and such other apparatus and facilities as may be needed by college professors and public and private school teachers and their students who may wish to avail themselves of the opportunity to make investigations and study of aquatic animal and plant life. Efforts will be made to have in the aquarium any particular species of animal or plant that investigators may wish to study. The needs of children in the graded schools and nature study classes will receive special attention. The opportunities in these lines are practically limitless.

A Typewriting Program with Service

Gregg typewriting service is more than a book—it is a complete, scientific, and modern program that includes:

1. Five basic "Rational" texts, adapted to every type of course or school.
2. Supplementary books
 - (a) Typewriting Speed Studies, by Hakes.
 - (b) Seven Speed Secrets, by Smith and Wiese.
3. Monographs on the teaching of typewriting.
4. Extension courses.
5. Copyholders for typewriting books.
6. Students' Record Cards.
7. Rational Rhythm Phonograph Records.

(A set of 6 discs, containing 12 records.)
8. A system of prizes and awards.
9. A complete service headed by expert writers and teachers.

The Gregg typewriting program also includes

Adams' Junior Typewriting

the only typewriting book written from the non-vocational viewpoint for junior high schools.

Check the books or branches of the service in which you are interested, write your name and address on the margin of this advertisement, and send it to (S. E. N.)

The Gregg Publishing Company

PHELAN BLDG.

SAN FRANCISCO

The California Secondary Schools have voted for the following text books by overwhelming majorities:

	No. of Schools in California using this book 1923-24	Number using nearest competitor
Millikan, Gale, Pyle—Practical Physics.....	199	34
Gruenberg—Elementary Biology	110	97
Breasted Ancient Times	189	117
Robinson, Breasted—History of Europe: Ancient and Medieval		
Robinson—Medieval and Modern Times	179	82
Robinson & Beard—European History		
Cheyney—Short History of England.....	56	3
Muzzey—American History	292	48
Gayley—Classic Myths	208	56
Long—English Literature	256	69
Long—American Literature	182	52
Brewer—Oral English	80	34
Moore & Miner—Practical Business Arithmetic	181	47
Miner, Elwell, Touton—Business Arithmetic		
Huffcut—Elements of Business Law.....	64	22
Hawkes, Luby, Touton—First Course in Algebra.....	306	105
Hawkes, Luby, Touton—Second Course in Algebra....	203	73
Wentworth-Smith—Plane Geometry	236	48
Smith—Essentials of Plane Geometry		
Wentworth-Smith—Trigonometry	203	20

For information about texts in any high school subject write

GINN AND COMPANY

Publishers

45 SECOND STREET

SAN FRANCISCO

PARENT-TEACHER ACTIVITIES

(Continued from page 164)

of the schools, their wives and husbands, and likewise the superintendents of the city and county schools and teachers' training college. The topic for the talks was "How We May Improve the P. T. A." About 150 attended, and many fine suggestions were given.

Twelfth District

At a meeting held at Saticoy, the members of this district held their regular convention. Ventura County is newly organized and is doing some of the pioneering in our kind of work. Many members are working to provide health nurses for the schools. The women and men are most energetic and give every assurance of a splendid future in raising all standards for the children.

Eleventh District

THE district composed of Kings, Madera, Merced and Tulare Counties held its meeting at Fresno during the visit of the State President. The federations of Fresno, Hanford and Porterville are doing wonderful community service in their own communities, and are able to suggest lines of activities to the small rural associations. The reports from all sections were full of enthusiasm and gave evidence of the service being rendered to the schools and homes.

A very lovely courtesy was shown the State President in the presentation of a box of dried fruits of the County of Fresno. The box was itself made of beautiful wood and was a duplicate of that given by the Chamber of Commerce to Mrs. Warren G. Harding. At a luncheon given by the Fresno Federation a number of the educators spoke. All expressed their enthusiasm for the work being done by their local P. T. A.

Hanford and Porterville Federations each held evening meetings and gave evidence of the cooperation with the problems of the schools and the communities.

The **Milton Bradley Company** of San Francisco has announced that they are now located at 554 Mission Street. This is a very fine location in a new building with much larger space than previously occupied and with the extended facilities for more efficient service. The many friends of this company congratulate them upon the handsome new premises. The Milton Bradley Company has issued an unusually attractive 1924 calendar and will be glad to send copies to teachers throughout California and the West, upon request. The company requests that any teacher who may have been overlooked communicate directly with the firm.

TWO SERIES OF UNUSUAL MERIT**The Winslow Health Series****THE LAND OF HEALTH**

for the Elementary Grades.

HEALTHY LIVING, Book One

for the Intermediate Grades.

HEALTHY LIVING, Book Two

for the Advanced Grades.

A series of hygiene books which, by motivating the pupils' work in the subject, establishes good health habits and teaches the principles of hygiene in an interesting, understandable way.

Hodge and Lee's Elementary English: Spoken and Written

A series in two-book or three-book form with teacher's manuals, presenting a thoroughly modern course in composition, grammar, and corrective English for the elementary grades.

CHARLES E. MERRILL COMPANY

NEW YORK

CHICAGO

Maps to Fit All Budgets

Rand Mc Nally & Company publishes six series of high-grade wall maps to suit all classroom needs and conditions.

GOODE SERIES

Political and Physical

WESTERMANN SERIES

Classical and Historical

These series of maps meet the most exacting standards of accuracy, legibility, appearance, and size. They are constantly revised and re-edited. Each map is hand mounted on cloth.

COLUMBIA SERIES

Political and Physical

UNIVERSAL SERIES

Political

If you must secure the greatest number of maps with a limited fund, we recommend one of these series. Saving in processes of manufacture makes it possible to offer these accurate and satisfactory maps at low prices.

The **FOSTER HISTORICAL SERIES** contains 34 maps and is invaluable for United States history classes in the grade schools.

Send for full descriptive booklets

Rand Mc Nally & Company

559 Mission Street, San Francisco

CHICAGO

(Dept. C-112)

NEW YORK

Publishers of Goode's School Atlas

A Few of the Reasons Why

The Test and Study Speller

—*excels*

1. It economizes time and effort by *testing* first and then providing for the *study* of the words misspelled.
2. The distribution of the words in the various grades is based on *use*, not on difficulty.
3. It contains the best method for the teacher to follow and the best presentation of that method.
4. It organizes the work around the viewpoint of interest. Each lesson has a purpose; it is not just a list of words.
5. It provides systematic reviews on the more difficult words.

SILVER, BURDETT AND COMPANY

149 New Montgomery Street

San Francisco

HERE YOU HAVE IT

THE CONSTITUTION OF THE UNITED STATES

and Twelve other great state papers all in one volume

EPOCH MAKING PAPERS

in the MACMILLAN POCKET CLASSIC SERIES—48 cents each

CONTENTS:

Lincoln's Second Inaugural Address.
 Constitution of the United States.
 Washington's Farewell Address.
 Declaration of Independence.
 Proclamation of Emancipation.
 Lincoln's Gettysburg Speech.
 Articles of Confederation.
 Kansas-Nebraska Act.
 Dred Scott Decision.
 Missouri Compromise.
 Compromise of 1850.
 Ordinance of 1787.
 Monroe Doctrine.

46 pp. of notes, bibliographies and introductions.

THE MACMILLAN COMPANY

350 Mission Street

San Francisco

RURAL SUPERVISORS

(Continued from page 172)

Plumas County:

Music—Miss Helen Elkins.

Riverside County:

General Supervisor—Miss Isabel Gilbert.

Physical Education—George E. Lunt.

Supervisor of Attendance—

Miss Elsie S. Lattin.

County Nurse—Miss Mary C. Reynolds.

San Benito County:

General Supervisor—

Miss Lorraine E. Stanbery.

County Public Health Nurse—

Miss Eleanor Nolan.

San Diego County:

Assistant in the Field—John Gray Imel.

Supervisor of Nature Study—W. S. Wright.

Music—Mrs. Ruth Hyde West.

San Joaquin County:

General Supervisor—Mrs. Edna Orr James.

Mrs. Teve Cameron.

Music—Miss Anna M. Smullen.

Supervisor of Attendance—

Mrs. Juanita David.

San Luis Obispo County:

General Supervisor—

Mrs. O. Mae Willett, Paso Robles.

D. H. Foree, San Luis Obispo.

San Mateo County:

Music—

Miss K. Gertrude Irwin, Redwood City.

Reading and Oral Expression—

John F. Mason, Redwood City.

County Red Cross Nurse—

Mrs. Mabel S. Gregson, Burlingame.

Santa Barbara County:

Music—Miss Florence H. Dow.

Physical Education—A. Lober.

General Supervisor—

Miss Flora A. Philips, Santa Maria.

Santa Clara County:

Elementary Supervisor—

Miss Alma Patterson.

Miss Bessie McCabe.

Physical Education and Agriculture—

George T. Cass.

Americanization—Miss Cecelia Carmichael.

Siskiyou County:

General Supervisor—L. S. Newton.

Mrs. Goldie M. McNamara.

Solano County:

General Supervisor and Supervisor of Attendance—T. C. McDaniel.

Sonoma County:

General Supervisor—

Miss Nelle Towle, Petaluma.

Miss Elizabeth Richards, Sebastopol.

Miss Nettie Maurer, Healdsburg.

PLAYS**PLAYS**

WE have just added to our list the following celebrated plays which are now published for the first time:

Seven Keys to
Baldpate

Turn To The Right

Three Wise Fools

Dear Me

Mr. Pim Passes By

Friendly Enemies

Thirty Days

Just Suppose

Tilly Of Blooms-
bury

Nothing But Lies

Broadway Jones

Tweedles

The Boomerang
Kempy

The Famous Mrs.

Fair

Pollyanna

Cappy Ricks

The Romantic Age

Not So Long Ago

Where Julia Rules

On The Hiring Line

Going Some

Wedding Bells

The Intimate

Strangers

And

Booth Tarkington's

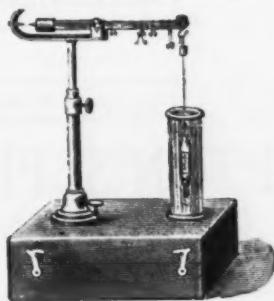
SEVENTEEN

Comedy of Youth and Love
at last available for amateurs.

Send for new 225-page Catalog

SAMUEL FRENCH

28-30 West 38th St.
New York

**SCHOOL SUPPLIES**

—:—

Acids — Reagents

—:—

Laboratory Glassware

—:—

**Microscopes
Stands and Accessories**

JUSTINIAN CAIRE COMPANY

573 Market St. San Francisco, Calif.



THE HEART OF
THE DECLARATION
OF INDEPENDENCE



"WE HOLD these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. . . .

"We, therefore, . . . do solemnly publish and declare, That these United Colonies are, and of right ought to be, Free and Independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved; and that as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce and do all other acts and things which independent States may of right do. And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor."

These are the passages from the immortal Declaration which for over a century have caused men's hearts to beat faster whenever they are read.

COMPTON'S PICTURED ENCYCLOPEDIA *is ready to enrich your teaching instantly—*

For example—should you be trying to formulate for your class the spirit of pre-Revolutionary Days which precipitated the Declaration of Independence, turn to the 2-page article on the Declaration of Independence—from which the "box" above is taken—and, with as little *interpretation* as you choose to make, Compton's Pictured Encyclopedia will state in clear, lucid English "How the Demand for American Independence Rose to a Great Cry—How Jefferson Put that Cry into Immortal Words—And How Roaring Cannon and Racing Horsemen Carried Afar the Message of the Liberty Bell."

(The story of the American Revolution, itself, and the events leading up to it is told in a separate five-page article and pictured in eleven halftone illustrations.)

No matter how effective your teaching is, it will be richer and more interesting with Compton's Pictured Encyclopedia.

Sample pages sent upon request

F. E. COMPTON & CO. - 58 E. Washington St., CHICAGO

Say you saw it in the Sierra Educational News

Agriculture—Philip Becklund, Santa Rosa.
 Physical Education and Americanization—
 Miss Myra Green, Santa Rosa.
 General Supervisor and Mental Tester—
 Miss Maude E. Wilson, Santa Rosa.
 Music—Miss Helen Cochran, Santa Rosa.
 Miss Lyle Campbell, Sonoma.
 Miss Mary Murray, Sebastopol.
 Mrs. Minnie Mills, Santa Rosa.
 Mrs. Lenore Campbell, Healdsburg.
 Miss Ruth Hinckley, Petaluma.
 Mrs. Leona Bradford, Cloverdale.

Stanislaus County:

Music—Mrs. C. B. Dexter.
 General Supervisor—Miss Lulu Moorehead.
 Miss Jane M. Ward.
 County School Nurse—Miss Leta M. Sewell.
 Supervisor of Attendance—J. E. Gore.

Sutter County:

General Supervisor—Miss Alice Carroll.

Tehama County:

Music—Miss Hallie Owen, Red Bluff.
 Miss Louise Brown, Corning.
 Otto L. Fox, Corning.
 Mrs. Effie Wylie, Corning.
 Miss Georgia Fleming, Corning.
 Mrs. Anna Chandler, Gerber.
 Miss Goldie Iesher, Los Molinos.
 Miss Frances Belknap, Los Molinos.

Tulare County:

General Supervisor—Miss Esta Aulman.
 W. F. Houk.
 Supervisor of Attendance and Physical Education—E. J. Buckman.
 Music—Mrs. Mamie Luce.
 Mrs. Anne Evans.
 Miss Josephine Barber.
 Mrs. Mary M. Bouldin.
 Mrs. Molly McKinley.

The first step toward naturalization is the making of a declaration of intention, usually called the "first paper." Any alien, male or female, of the white or African races, over eighteen years of age, may, after establishing a residence, make his declaration of intention. The alien must appear in person before the clerk of the court, but does not need any witnesses. The cost of filing said paper is one dollar, to be paid to the clerk of the court. It is customary for the declarant to fill in a paper known as the "facts form."

The declaration of intention should show the applicant's full and true name used in the old country, together with any alias or assumed name. The date of arrival and the name of the ship or method of conveyance into the United States must be stated as accurately as possible, especially if the arrival was after June 29, 1906. Attention should be called to the importance of a correct renunciation of allegiance to the foreign country, because an erroneous renunciation may invalidate later proceedings for final papers.



THESE SHOES WILL help YOU TEACH!

How often have you longed for the day to end—so you could kick off those burning, pinching shoes. How your feet ached! No wonder you were irritable. Ill-fitting shoes took all the joy out of school work.

But all such pain and suffering is needless—for Ground Gripper Shoes bring you absolute foot comfort. Roomy shoes—no cramping. Naturally-shaped shoes—that keep your arch erect and your feet straight.

Wear Ground Gripper Shoes—forget your feet—and keep your mind on your work.

GROUND GRIPPER WALKING SHOES

Los Angeles
 714 So. Hill St.

"On the Mezzanine"

San Francisco
 687 Market St.

Stockton
 21 Sutter St.

Oakland
 520 16th St.

Long Beach
 407 Pine Ave.



“Fit” For Leadership.

It is a privilege to be a teacher of the children and the youth of a great country.

(Certainly, teaching has its hardships, just like everything else; and the other fellow's job always seems better—for “romance sits on every sail on the horizon but our own”.)

To keep ourselves mentally and physically in tune for the accomplishment of our task of moulding the mind of the future, we must attend carefully to our posture,—and that means we must wear proper shoes.

The Cantilever is such a shoe. It is not one of the many shoes made just to be sold. It is made to be worn; it is designed to keep the foot in health; it is planned to help us to achieve good posture, enjoy comfort and to walk correctly. It gently supports the arch of the foot,—but flexibly, as a doctor's bandage, permitting a weak foot to regain strength through exercise and a normal foot to maintain its “tone”.

So, the Cantilever Shoe will help us to keep fit—to do our work as leaders of the younger generation.

The exclusive agencies listed below will be glad to explain the action of the Cantilever Shoe, and to show you how good looking, as well as comfortable, it can be on your foot—and that's the “proof of the pudding.”

CANTILEVER STORES IN CALIFORNIA .

Bakersfield—Hickheimer & Co.

Berkeley—The Booterie (Garwood's) 2223 Shattuck Ave.

Long Beach—Cantilever Shoe Store, 536 Pine Avenue.

Los Angeles—Cantilever Shoe Store, 508 New Pantages Bldg., 7th and Hill Sts.

Oakland—Cantilever Shoe Store, 516 15th St.

Pasadena—Cantilever Shoe Store, 378 E. Colorado St.

Sacramento—Cantilever Shoe Shop, 208 Ochsner Bldg., K St., between 7th and 8th.

San Diego—The Marston Co.

San Francisco—Cantilever Shoe Store, 250 Arcade Floor, Phelan Bldg.

San Jose—Hoff & Kayser.

Santa Barbara—Smith's Bootery, 1023 State Street.

Stockton—Dunne's Shoe Store, 330 E. Main Street.

FROM THE FIELD

(Continued from page 175)

helped us secure a most excellent general culture course on "Educational Perspectives," including the Philosophical, Instructional and Technical, Historical, Scientific, Psychological and Social perspectives.

The schools are securing good reference books recommended for the course by the instructors and placing them at the convenience of the teachers. There is one lecture a week from 4 to 5:30 p.m. About 75 per cent of the teachers of the high and grammar schools and several members of the P. T. A. have enrolled and are taking a great interest in the course.—Secretary S. C. T. A.

Mexican Children

THE California Conference for teachers of Mexican children meets once or twice each year at the call of Mrs. Grace C. Stanley, Commissioner of Elementary Schools, chairman. She reports that it is not a formal organization.

"Mrs. Charles E. Stickle of LaVerne is secretary and Mrs. Mae Derwin of Pomona is the treasurer. The only reason for having a treasurer is to get money to send out notices when we think it best to have a meeting, and the only need of a secretary is to have her help a little with the preparation of the program. There are no publications. We had a meeting in the fall of 1922 and another in the fall of 1923. The speakers of the last meeting were Mrs. Adelia Samuels, principal of the Cucamonga State Demonstration School; Miss Rena Cathcart, International Secretary Y. W. C. A.; Miss Druzilla Mackey of the Fullerton Union High School; Hon. Leandro Garsa Leal, Mexican Consul at Los Angeles. It was voted at the last meeting to hold another one sometime in the spring of 1924."

Compton's Pictured Encyclopedia has become widely recognized as one of the most essential and attractive publications of its kind. This standard eight-volume reference work is now in elementary and secondary schools, teachers' colleges and other institutions interested in child training and child welfare, throughout the United States.

This set of volumes possesses certain advantages over some other children's encyclopedias. Its material is inserted alphabetically; there is much collateral information; it is profusely and strikingly illustrated; it is thoroughly up-to-date, and written in a language simple enough for the pupil. Numerous cross-references in a remarkably full index make available much that might else escape notice. History, biography, literature, geography, music, art, science, discoveries, inventions, the industries are all considered in an orderly way, compact, concrete, and fascinatingly described. Besides having the leading topics arranged in alphabetical order, there is added a fact-index of all headings under which the information is likely to occur.



Brain-Fag and Mental Strain

come frequently from lack of health-giving phosphates in the nerve cells and tissues. A teaspoonful of

Horsford's Acid Phosphate

in a glass of cool water assists to renew the enervated and depleted elements and quench the thirst, acting as a splendid tonic and invigorator. Non-alcoholic, pleasant to take and readily assimilated.

Sold by Druggists

Rumford Chemical Works, Providence, R. I.

A-48 5-18

New Words New Words
thousands of them spelled,
pronounced, and defined in

WEBSTER'S NEW INTERNATIONAL DICTIONARY

The
"Supreme
Authority"

Get the
Best

Here are
a Few Samples:

broadcast	sippio	agrimotor
overhead	Ruthene	capital ship
Esthonia	rotogravure	hot pursuit
Fascista	aerial cascade	Blue Cross
altigraph	junior college	Devil Dog
Flag Day	Czecho-Slovak	megabar
Red Star	mystery ship	plasmon
mud gun	abreaction	shoneen
paravane	Riksdag	Air Council
	Federal Land Bank	

Is this Storehouse
of Information
Serving You?

2700 pages
6000 illustrations
407,000 words and phrases
Gazetteer and Biographical Dictionary

Write for a sample page of the *New Words*, specimen of Regular and India Papers, FREE.

G. & C. MERRIAM COMPANY, Springfield, Mass., U.S.A.



Your book store will have this successful new novel.

VIOLET BELL'S

BLINDNESS OF HEART

"A very human romance, freighted with a bitter wisdom."—N. Y. Times.

HARCOURT, BRACE AND COMPANY—\$2.00

Supplementary Helps That Teachers Are Using With Great Satisfaction in Thousands of Schools

McINTOSH RAPID CALCULATION, CALCULATION DRILLS, BOOKKEEPING DRILLS,
BOOMER'S PRACTICAL ENGLISH DRILLS AND PUNCTUATION PRACTICE,
SAMPSON'S ALGEBRA PRACTICE, PLANE AND SOLID GEOMETRY, GRAPHS.

McINTOSH PUBLISHING CO., Dover, New Hampshire

Slade and Margolis' Mathematics for Technical and Vocational Schools

Since its publication in October, 1922, this textbook has been adopted by many boards of education and individual schools in cities throughout the United States. One teacher said of it: "I am very much pleased with

this text and find that it presents the subject to the students in a manner which creates an immediate interest and thereby makes the instruction much easier."

491 pages. 5¼ by 7½. 353 figures. Cloth, \$2.50

Published by JOHN WILEY & SONS, Inc., 440 Fourth Avenue, New York

The Dictionary Question is Important:

The Genuine LAIRD & LEE WEBSTER'S Dictionaries

Are the Best for School Use: Simple—Practical—Up-to-Date

Write for circulars and prices

LAIRD & LEE, Inc., Publishers, Chicago

FOR PROGRESSIVE TEACHERS

VISUAL EDUCATION

A Comparative Study of Motion Pictures and Other Methods of Instruction

Edited by Frank N. Freeman. 400 pages, \$3.50; postpaid \$3.65

THE UNIVERSITY OF CHICAGO PRESS, 5815 Ellis Avenue, Chicago, Illinois

READY APRIL 1—

THE ATLANTIC BOOK of JUNIOR PLAYS

Edited by Charles Swain Thomas, Harvard University

For details address The Atlantic Monthly Press, 8 Arlington Street, Boston

MAH—JONGG

The Play of One Hundred Intelligences—\$1.50 List

This play is a game of MAH-JONGG enacted in appropriate setting by actors representing the "tiles" used in the game, together with the additional characters of Princess Four-Flowers and Mah-Jongg himself. An amusing and unique presentation of this world-famous game wherein the valiant Mah-Jongg acquits himself with much honor and credit in the eyes of the Charming Princess Four-Flowers. Fascinating music in the Chinese manner by the well known composer, Harvey Worthington Loomis.

Easy to stage. Suitable for indoor or outdoor performance (with or without music); for a winter evening's entertainment or for a summer fete on the lawn. Equally interesting for children or adults. Full stage directions and complete suggestions for making the costumes. Illustrated by halftone reproductions of scenes in the play. Time of performance, about one hour; requirements. *Send for copy on approval.*

C. C. BIRCHARD & CO.

221 COLUMBUS AVENUE, BOSTON 17, MASS.

Leading Publishers of School, Choral and Community Music.

*Teachers' Comments
on the
Little Grammar*

"I am delighted with the book."

"We did not intend to use a new book this year, but this one was such an excellent text that we decided to adopt it immediately."

"Your new book, *The Little Grammar*, took the English department of Lewis and Clark by storm."

The LITTLE GRAMMAR

By Dean Cross
Teachers College, Greeley, Colo.

A notably successful new grammar text for Junior High Schools and the 7th and 8th grades. Clear, concise and direct, it eliminates all but the basic essentials of grammar. Excellent as a review of the grade study in grammar, and as a foundation for high school composition work.

*Adopted as a Basal
Text in Utah*

California Price

72c

The ATLANTIC MONTHLY PRESS
8 Arlington Street Boston

*Teachers' Comments
on the
Little Grammar*

"No book on the subject of English Grammar which has come to my notice seems so much worth while as *The Little Grammar*."

"*The Little Grammar* is a gem which many should find."

"Especially useful in the Junior High School."

For any book published by publishers advertising on pages 190 and 191 of this issue

Write to

CALIFORNIA SCHOOL BOOK DEPOSITORY
140 New Montgomery Street San Francisco

Compton's Pictured Encyclopedia contains as many pictures as there are pages in the entire work. Moreover, the pictures are selected with a view of their illustrative and study value. It is a pedagogical fact that a picture should amplify and enrich the text to which it is attached. Great care has been exercised in the selection of the illustrations. Frequently they will tell more than will the reading matter. In addition to the excellent half tones there are many maps intelligently selected and beautifully colored. Every state and every country of importance has its map in color and in relief. These with the text give an opportunity for visualization by the student of the country he is studying. It is a worthy set.

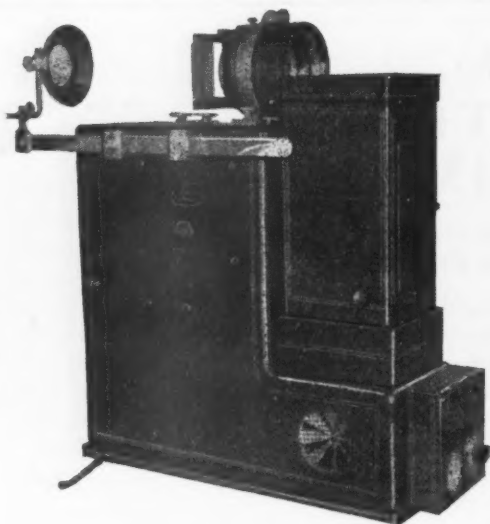
The *Geographical News Bulletin* is a valuable and interesting illustrated booklet published weekly throughout the school year (30 issues). It will be mailed to teachers for one year upon receipt of 25 cents. Application should be made to the National Geographic Society, Washington, D. C. The bulletin is finding wide use throughout the schools in graphically presenting significant and timely geographic news. The subject matter is well prepared, concise and from the viewpoint of the pupil. These bulletins repre-

sent a gift to education from the National Geographic Society, as the small fee really covers the cost of mailing.

The California Home Economics Association is affiliated with American Home Economics Association. The former consists at present of four sections, viz: The Southern Section, centering around Los Angeles; the Central Section, around Fresno; the Bay Section, around San Francisco, and the Valley Section, around Sacramento. These are all closely affiliated with the National, through the State Council, which consists of representatives from all sections.

Berkeley evidently illustrates fine teamwork among the various teachers' organizations. The corresponding secretary of the Berkeley Grade Teachers' Association has recently informed the Sierra that the general organization of the Berkeley School Department known as the "Berkeley Teachers' Association" has functioned so actively and harmoniously during the past few years that the grade teachers have not felt the need for a separate program of work, realizing that it would mean a duplication of effort."

Say you saw it in the Sierra Educational News



ACME S. V. E. TYPE "F".
Motion Picture Projector for Schools

Exclusive Advantages of the Acme Projector

Motion picture can be stopped at any time to show still picture from film, for as long a time as is desired. No damage to film.

Rewinds full 1000-foot reel by motor in less than a minute. No strain on the film.

Optical system permanently aligned. Maximum illumination assured at all times.

Equipped with Bausch & Lomb projection lens.

Pilot lamp aids operating in darkened room.

Metal magazines entirely enclose and protect both film reels inside projector.

Focus or frame instantly while film runs. Framing does not change size of film loop.

Distributed by Western Theatre Supply Company, Inc.

121 GOLDEN GATE AVENUE, SAN FRANCISCO, CALIFORNIA

Literature and Particulars Regarding Terms Furnished Upon Request

REMOVAL NOTICE

AFTER JANUARY 15, 1924, WE WILL BE LOCATED AT

554 MISSION STREET

WHICH IS BETWEEN FIRST AND SECOND ON MISSION—
JUST FIVE MINUTES FROM SECOND AND MARKET OR
FIRST AND MARKET

A NEW BUILDING :: LARGER SPACE :: BETTER FACILITIES
MORE EFFICIENT SERVICE

MILTON BRADLEY COMPANY

Telephones, Garfield 4266-4267

SAN FRANCISCO

Say you saw it in the Sierra Educational News

The Victor Talking Machine Company announces a new publication, "Music Appreciation with the Victrola for Children." Music supervisors have long felt the need of definite guidance in the organization of courses in music appreciation, and it is in response to insistent demand that the Victor Company has issued this book for the elementary grades.

Its earlier publication, "Music Appreciation for Little Children," designed for use in the kindergarten and primary grades, met with great favor. It did valuable pioneer service in the fascinating field of presenting music for appreciation. The importance of music appreciation in the school music courses, and, in fact, its value in the educational system in general, is meeting with widespread recognition every year.

The new book covers the entire work for the first six grades, incorporating our original book for the first three grades. It gives to the primary teachers a clear idea as to the sequential and cumulative value of the primary grades. To intermediate grade teachers, it presents an illuminating perspective of the path the pupils passed over, or should have passed over, thus permitting the fifth or sixth grade teacher to present her work intelligently in the light of the pupils' previous preparation, or the lack of it.

Other valuable features of the book are many analytical and descriptive notes concerning the music studies, boyhood stories of Handel, Haydn, Mozart, Beethoven and other composers, a glossary of musical terms, a pronunciation table, and a complete list of melodies that may be used for music memory contests.

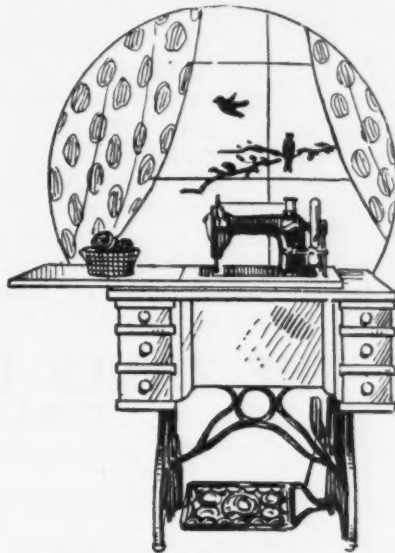
"Music Appreciation with the Victrola for Children" presents a series of practical discussions on the fundamentals of music appreciation, together with helpful suggestions on organization and teaching, and a complete course of more than 140 definite sequential lessons, illustrated throughout by Victor records. It is the most completely organized course on the subject yet offered.

Optometry as a profession is worthy the serious consideration of every ambitious high school and college graduate seeking a field of useful, humanitarian service with an assurance of adequate financial returns. The practice of optometry is regulated by law in every state in the Union. Optometry is a progressive profession; the last ten years has witnessed revolutionary changes in optometric training and equipment.

Los Angeles boasts of one of the pioneer optometry schools of the country, founded in 1904. High school and college graduates who have not decided on their life work, or those who are dissatisfied with their present occupation or future prospects are cordially invited to call, write or phone, the Los Angeles School of Optometry, 11th Floor, Wright and Callender Building, Los Angeles, California, for further particulars.

PRACTICABILITY and QUALITY
for
SCHOOL ROOM INSTRUCTIONS
SEE THE

**Domestic Combination Electric
and Foot Power Rotary
Sewing Machine**



Special Prices to Schools

A Machine you may operate by foot-power or electric motor—under perfect control at all times will give complete satisfaction for any kind of sewing. A Machine of the most modern type with all the late improvements and a number of features that are exclusive with this Machine.

A rotary, drophead model, easy running if you use the foot pedal—has a reliable motor built on the Machine—the Machine built for electric-power operation.

Why instruct the foot pedal Machine when in the next few years they will use nothing but Electric Sewing Machines.

Domestic Sewing Machine Co.

Hamburgers & Sons, Los Angeles
Holzwasser, San Diego, Calif.
City of Paris, San Francisco
Kahn's of Oakland, Oakland, Calif.

Zaner & Bloser Method Writing

MANUAL 96

The book contains 96 pages and is $4\frac{1}{4} \times 8\frac{1}{2}$ —a convenient size for any desk. The penmanship examples are some smaller in size than are those in our other similar work—Manual 144.

The first ten pages contain numerous illustrations, and fully explain the essentials of success in learning to write, such as correct position, movement, speed, etc.

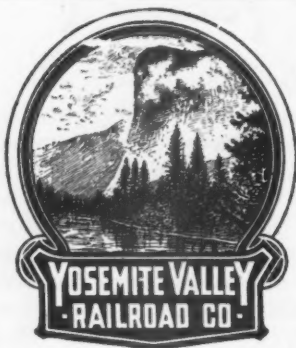
Then follows a very complete course of penmanship copies and instruction consisting of 135 lessons.

In addition, it contains many pages of applied writing, such as business forms, paragraphs, letter writing—a most valuable lot of material for advanced penmanship students.

The book is a composite, containing the ideas of a number of experienced teachers of penmanship.

It is intended for use in Junior and Senior High Schools, Business Colleges, Parochial Schools, Commercial Departments and Grammar Grades; in fact, for all schools, whether public or private, where a neat, legible, rapid handwriting is desired. It is also a complete guide for home students.

THE ZANER-BLOSER COMPANY
COLUMBUS, OHIO



Yosemite National Park

(OPEN ALL YEAR ROUND)

California's picturesque and incomparable wonderland—including in its splendors massive cliffs—the Big Trees and five world famed waterfalls.

Easily Accessible

Comfortable Accommodations

\$13.50

From Merced to Yosemite and Return

Including Auto Stage Transportation between
El Portal and Yosemite

Excursion Tickets to Yosemite via the Yosemite Valley Railroad are on sale at all Southern Pacific and Santa Fe ticket offices.

For Further Particulars, Rates, Itineraries,
Hotel and Camp Reservations, Address

W. L. WHITE

General Manager, Merced, Cal.

YOSEMITE VALLEY RAILROAD COMPANY

Say you saw it in the Sierra Educational News

The Directory of California Secondary Schools, Junior High Schools and Junior Colleges, which has been put out annually by the State Department of Education, will be published this year by the Macmillan Company. Lack of funds for the purpose, due to the policy of the present political administration, makes it impossible for the State Educational Department to give this valuable document to the schools.

The Macmillan Company announces that the Directory will be compiled from the official data secured and prepared by Mr. Olney's office and that it will be distributed, without charge, to principals of high schools, city and county superintendents, and other educational officials who have been accustomed to receive it in the past from the state.

The Joint Conference on Educational Research and Vocational Guidance was held in Pasadena, February 8 and 9. This important meeting was under the auspices of the Southern California Educational Research Association and the Southern California Vocational Guidance Association. Special emphasis was given to the use of scientific methods of classification, grading, and promotion in the schools; and to the increasing importance of vocational counselling as a function of education. John Dewey has well said: "American education has a big lesson to learn from this. What we need is not a certain system, nor a lot of new methods and equipment, but a direction, a conscious purpose toward which the schools shall strive."

The personnel of the National Education Association's Committee of One Hundred on Classroom Teaching Problems has just been announced by Mrs. Mary C. C. Bradford, chairman. The California representatives are: Edna White, Piedmont; Bernice Baxter, Lulu A. Shelton, Oakland; Bess Cotrel, San Francisco; Albert Harwell, Berkeley; Ida C. Iverson, President of the N. E. A. Department of Classroom Teachers, ex-officio, Los Angeles.

The work in practice teaching in the schools at Milpitas and Centerville, carried on by the San Jose Teachers' College, is "undoubtedly the most promising in this respect," declares Prof. John C. Almack, of the Department of Education of Stanford University, "that it is the best thing done in the West, if not in the entire country." In writing to Dr. Edwin R. Snyder, Prof. Almack states:

"Existing conditions appear to me to be very satisfactory. One could not fail to be struck by the fine spirit which prevails among the pupils and the teachers. This spirit of mutual helpfulness and good fellowship is what we need in all the schools. Certainly student teachers trained in such an atmosphere must be able to take many of the ideas and practices into their own work."

"Such studies as I have examined point out the fact that practice teaching makes a greater contribution to the later teaching efficiency of the cadet than any course or training experi-



IN THE SUNLIGHTED CLASSROOMS OF TEXAS

Leonard Power of Port Arthur, Texas, a leading figure in the National Association of Elementary School Principals gave a sincere endorsement of Daylight Projection with the Trans-Lux Screen when he said:

"From now on we shall go right on with our Pictures with better visualization than ever before and with all curtains up and windows open."

I regard the invention of this screen as one of the big steps forward in Visual Education."

SPENCER LENS COMPANY
BUFFALO, N. Y.

Please send me the Story of Daylight Projection.
Name

Address.....

SUMMER O. A. C. SESSION

June 23—August 1

Commerce, Physical Education, Smith-Hughes work, Vocational Education, Agriculture, Industrial Arts, Industrial Journalism, and Basic Arts and Sciences, including Art, Botany, Chemistry, English, History, Literature, Mathematics, Public Speaking and Dramatics, Physics, and Zoology. Also Music and other Collegiate and Entrance subjects.

HOME ECONOMICS

In The Largest School West of the Rockies

Household Administration: Child Care, Household Management, Practice House-keeping; **Household Art:** Clothing Problems for Household Art Teachers, Practical Textiles, Short Courses in Dressmaking, Advanced Clothing & Textiles, Costume Design, House Decoration, Millinery, Tailoring; **Household Science:** Meal Planning, Food Problems for Teachers of Household Science, Camp Cookery, Home Economics in Health Education, Nutrition; **Home Economics Education:** Secondary Education in Home Economics, Smith-Hughes Home Economics, Special Methods of Teaching Home Economics, Survey of What is New in Home Economics; **Institutional Management:** Institutional Management Experience, Advanced Institutional Management.

Registration fee of \$10.00 admits to all courses.

For bulletin with full information write to

Director of the Summer Session

OREGON AGRICULTURAL COLLEGE
CORVALLIS, OREGON

Say you saw it in the Sierra Educational News

THE CAHEN STRODTHOFF CO. SCHOOL SUPPLIES

(Since 1872)

MILTON BRADLEY SCHOOL MATERIALS

260 SOUTH LOS ANGELES STREET

LOS ANGELES, CALIFORNIA

PATHFINDER NATIONAL WEEKLY 15 CENTS

The Pathfinder is the great illustrated current events paper published at the Nation's Capital for teachers everywhere. It is the Ford of the school world. Tells story of world's news in interesting, understandable way. You will like the Pathfinder. There is no other paper like it for the teacher that wants to keep well informed or for use in class work. Famous Pathfinder Question Box answers your questions and is a mine of information. Questionaire Contents Guide suggests the Current Events lessons. Regular price of Pathfinder is \$1 a year, but you can have one copy on trial 13 weeks for only 15 cents. Ask for current events circular and special rates for school club copies. Address:

THE PATHFINDER, 596 Langdon Sta., Washington, D. C.

LEGIBILITY, RAPIDITY, EASE AND ENDURANCE IN HANDWRITING

follow swiftly an introduction of PALMER METHOD PENMANSHIP and close adherence to the PALMER METHOD PLAN through which we teach free the MECHANICS AND PEDAGOGY of easy, rhythmic MUSCULAR MOVEMENT PENMANSHIP to teachers throughout the world.

If you do not know the FASCINATING PALMER METHOD WAY to good handwriting, please write to our nearest office for information.

THE A. N. PALMER COMPANY

55 Fifth Ave.

New York, N. Y.

2128 Calumet Ave.

Chicago, Ill.

Pittock Bldg.

Portland, Ore.

GRATUITOUS SERVICE TO THE MANUAL AND VOCATIONAL TRAINING INSTRUCTOR—

- help with problems of shop tool equipment
- information and literature on Stanley Products.

Our Educational Department offers to the limit of its ability every possible assistance to any and every Instructor.

Our Tool Charts, our literature, everything we have that will be of assistance in the teaching of shop work is yours.

STANLEY

NEW BRITAIN, CONN., U.S.A.

THE STANLEY WORKS THE STANLEY RULE & LEVEL PLANT
NEW YORK CHICAGO SAN FRANCISCO LOS ANGELES SEATTLE

Say you saw it in the Sierra Educational News

ence offered. If this is generally the case—and I am not inclined to doubt it—we can well afford to emphasize it strongly in a teacher training program. The idea, therefore, of affording teaching experience under typical school conditions, seems decidedly worth while, and worthy of considerable expansion."

The Washington Grammar School in San Diego has an attractive full-page writeup with good illustrations in a recent Sunday "San Diego Union." Mr. Pete W. Ross, Principal, states that this building is one of the finest in the United States.

The Washington School occupies a whole city block. It is majestic, all of white, set on a lawn that is as green in January as it is in June.

Inside the building there are long corridors, a spacious auditorium, a gymnasium, classrooms, offices, engine room, library, lavatory, and numerous other things that Pete Ross as a lad never dreamed of, much less heard about. To this school, over paved streets, come more than 700 children. If the distance is comfortable, they walk. If it is far, they come by street car or automobile. Instead of sloping-backed chairs, there are modern ones designed to correct posture. Instead of the water pail, there is a marble fountain, which, all agree, is an improvement hygienically and artistically on the old way of getting one's drink. The windows are always up, and there are many of them. For ornament, there is statuary as fine as any to be found in an art institute; pictures of great men, and such framed masterpieces of literature and history as the Declaration of Independence, the Magna Charta, and Lincoln's Gettysburg Address. It is a beautiful school.

The California Library Association will hold its annual meeting in Pasadena at the Hotel Huntington, April 28-29-30. Special features will be trustees, municipal libraries, special libraries, children's school, building and equipment. The California County Librarians' Convention will be held the same dates with special county library program May 1st. Program suggestions may be sent to any one of the following committee: Milton J. Ferguson, Mary Barnby, Thelma Brackett, Eleanor Hitt, C. D. Province.

The California Federation of Women's Clubs, through a recent meeting of its executive board, strongly reaffirmed its endorsements of the Educational Bill now before Congress. Mrs. John Urquhart, president, presided.

When sufficient funds have been raised to cover the cost of the "Biennial" to be held in June in Los Angeles, the club women of the state will concentrate vigorously upon the purchase of a Memorial Redwood Grove. This program was started last spring at the convention in Eureka. The state federation will co-operate with the California State Historical Association in the preservation of historic landmarks and relics.

Massachusetts Institute of Technology

UNDERGRADUATE COURSES in Chemical, Civil, Electrical, Electrochemical, Mechanical, Sanitary, and General Engineering; in Architecture and Architectural Engineering, Mining Engineering and Metallurgy, Naval Architecture and Marine Engineering; in Biology and Public Health, Chemistry, Geology, Mathematics, Physics, and General Science; and in Engineering Administration.

GRADUATE COURSES leading to Master's and Doctor's degrees are offered in the above fields of Engineering, Science, and Industrial Research.

SUMMER SESSION includes large proportion of regular subjects, courses in Entrance subjects, and Special Courses for Secondary School Teachers of Chemistry, Mathematics, Mechanic Arts, Physics and Public Health.

For Bulletin and Information Address

Registrar

Massachusetts Institute of Technology

Cambridge, Mass.

Spencerian School Pens



Spencerian Steel Pens are the best for schoolroom use because they outwear any two ordinary pens. They retain their smooth-writing points longer against the misuse and hard wear that children put upon pens. Children become better writers quickly with these good tools.

For more than half a century Spencerian Steel Pens have been the standard for school pens. Twelve school pens—three of each number—and our hand-writing booklet by mail on receipt of ten cents. Please mention this publication.

Spencerian Pen Company

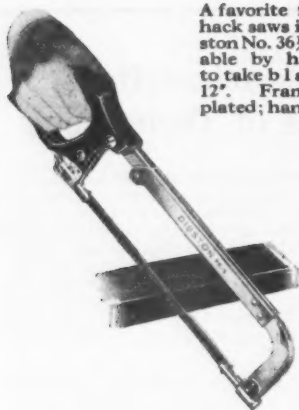
340 Broadway New York

No. 1—College, fine point; double elastic.

No. 2—Counting House, excellent for bookkeeping.

No. 5—School, fine point; semi-elastic.

No. 47—Intermediate, medium point; stiff action.



A favorite frame for hack saws is the Disston No. 36 1/2, adjustable by half-inches to take blades 8 to 12". Frame nickel plated; handle black.

*The cutting test PROVES
this fact to the users:*

DISSTON HACK SAWS STAY SHARP LONGER

The difference in hack saws is as great as the difference in hand saws. Start your students right, with DISSTON Hack Saw Blades.

Your own tests will quickly prove to you that Disston Hack Saws cut faster, cut easier and stay sharp longer than blades that may look like Disston's but lack the Disston name.

Great industries use Disston Hack Saws not only to save their mechanics' strength and time but also to save money, because Disston blades last so much longer.

SAMPLES FREE FOR TESTS

So that you may judge them for yourself, we will send you a sample Disston All-Hard and a sample Disston Flexible Hack Saw, with a useful instructor's card telling how to choose and use hack saws. Address Dept. N.

Henry Disston & Sons, Inc.

Makers of "The Saw Most Carpenters Use"

Philadelphia, U. S. A.

DISSTON

SAWS TOOLS FILES

Say you saw it in the Sierra Educational News



Webster's New International Dictionary has 400,000 vocabulary terms, including hundreds of new words, such as Bolshevik, camouflage, vitamin, four arm, brisance, Freudian, imagist, fokker, jazz band, lorry, etc. Proper names, foreign phrases and proverbs, noted fictitious persons, and abbreviations are all in one vocabulary order; 30,000 gazetteer entries; 12,000 biographical entries; 6,000 illustrations; 2,700 pages; colored plates and engravings; 100 valuable tables of coins, weights, religious sects, etc.

The only dictionary with the new divided page. The type matter is equivalent to that of a 15-volume encyclopedia. Synonyms more fully, clearly and carefully discriminated than ever before in an English dictionary. Capitalization of proper names clearly indicated.

Two Bills, Senate Bills Nos. 311 and 313, are now before the Public Lands Committee of the Senate, according to the Executive Committee of the Sierra Club. They provide the first dangerous steps toward the commercial invasion of Yellowstone National Park. One calls for the survey of the water storage facilities within the Park, and the other provides for the placing of a regulating wier at the outlet of Lake Yellowstone.

These bills are but the entering wedge for more drastic legislation to follow, which would throw the Park wide open to greedy commercialism. All teachers and public-spirited citizens are urged to **at once** write or wire Hon. Samuel C. Shortridge, U. S. Senate, Washington, D. C., urging him to oppose such legislation at all times. He is a member of the Public Lands Committee.

At a recent meeting of the Council of Education, Bay Section, C. T. A., additional members to the State Council were elected as follows: Roy W. Cloud, County Superintendent of San Mateo County, elected for a two-year term; A. S. Colton of Oakland, elected for a one-year term.

Prof. William G. Whitford, Chairman Department of Art Education, University of Chicago, is now giving a course in pottery at the California School of Arts and Crafts in Berkeley. The course will include a study of the preparation and qualities of some of the clays of California with special reference to the production of artistic forms. Tiles, garden vases, trays, jardiniere, etc., will be made from original designs by the students.

PRETTY LIPS
kept soft and smooth
by applying gentle
Mentholum
before retiring at night
Write for free sample
Mentholum Co., Buffalo, N.Y., Wichita, Kans.



ALASKA ATLIN and the YUKON

Escorted—TOUR DE LUXE
From San Francisco June 15th

SUMMER CRUISE TO THE MEDITERRANEAN

By New Cunard Anchor Liner
TUSCANIA

Sailing from New York July 3rd.
Make reservations now. Accommodations limited. Call or write for pamphlet.

THOS. COOK & SON
128 Sutter Street San Francisco



A PEACH OF A PASTE

Would you believe that just five seconds is sufficient time to make Gluey hold two pieces of paper permanently? They can't be pulled apart!
Send 10 cents for a big, handy desk tube—4 full ounces—and make the test that proves Gluey has no equal at any price.

THE COMMERCIAL PASTE COMPANY
Columbus, Ohio
Please address Dept. 110
Pacific Coast Distributors
C. F. WEBER & CO.

San Francisco Los Angeles

The Story of Chocolate^{*}

By
BARBARA
REID
ROBSON



IT is hard to realize as one sips a cup of chocolate today, how much romance, how much legendary tradition and historical association surround the modest cacao bean.

In 1519 after Cortez, Spanish adventurer, ended his long and perilous sea voyage to the Mexican Coast, he marched inland and conquered the ancient Aztecs, over whom Montezuma ruled. Here he found this great monarch living in luxurious surroundings and saw the Emperor and his court drinking a delicious beverage, "chocolate," flavored with vanilla and spices. It was so prepared as to be reduced to "a froth of the consistency of honey," and was served in goblets of gold with spoons of finely-wrought tortoise shell.

When Cortez returned to the court of Spain in 1528 with collections of minerals, animals and plants to show the resources of the new country, he taught the Europeans to prepare the beverage "Chocolate." Then the Aztec name passed into English as the words cocoa or cacao and chocolate.

De Condolle, in "Origin of Cultivated Plants," tells us that the cacao tree has been in cultivation in America for three or four thousand years, but did not come into commercial prominence until the conquest of Mexico. For some years after its introduction into Europe the Spaniards kept the secret of chocolate preparation in their own hands. It gained great favor in the old world. The

Spanish ladies of the New World carried their love of chocolate to such a degree that, not content with partaking of it several times a day, they had it carried after them to church.

In 1606 we find that Antonio Carletti, who learned to appreciate the new beverage in Spain, brought it to the notice of the Italians. From thence the popularity of cacao preparations spread to all parts of Europe.

Chocolate made its appearance in France during the reign of Louis XIII, probably through Carletti.

About 1679 about the first crops of cacao in the French colony of Martinique marked the beginning of organized cultivation. The Spaniards about this time carried the cacao seeds to the Philippine Islands.

The use of chocolate seems to have been known in England and Germany in the middle of the seventeenth century when coffee and chocolate houses were in high vogue in both countries.

When it was first introduced into Europe it sold for 10 to 20 shillings (\$2.50 to \$5) a pound. Today, chocolate is still a luxury drink in taste, but one of the most economical of beverages from the standpoint of price and food value.

References: Cocoa and Chocolate—Whymper; Conquest of Mexico—Prescott; Cocoa and Chocolate—Knapp.

Mail this coupon for the complete series on the Story of Chocolate

D. Ghirardelli Co., Domestic Science Dept.,
910 North Point St., San Francisco:

Please put me on your mailing list for the complete series on the Story of Chocolate. Absolutely free, of course!

Name _____

School _____

Address _____

*Note: This is the first of a series of monthly bulletins on the Story of Chocolate written from the teacher's point of view. They are planned to give the teacher, for personal information and possible class work, the essential facts about one of the most interesting and important of foods—chocolate! To be sure of having the entire series, we suggest that you fill in and mail the coupon at the right.

Say you saw it in the Sierra Educational News

Does your VACATION take from or add to the VALUE of your VOCATION?

**NATIONAL KINDERGARTEN AND
ELEMENTARY COLLEGE**

SUMMER SESSION

June 23 to August 1, 1924

Summer Session Curriculum includes developments in Kindergarten and Elementary methods for Teachers, Parents and Social Workers. (Demonstrations with Children.)

1924 Summer Bulletin upon application to

REGISTRAR, SUMMER SCHOOL, BOX 40

NATIONAL KINDERGARTEN and
ELEMENTARY COLLEGE

2944 Michigan Boulevard, Chicago, Illinois

The Imperial County Teachers' Association elected the following officers at the Imperial County Teachers' Institute: Miss Hazel Fletcher of Brawley, President; Mrs. Hattie A. Spencer of Imperial, Vice-president; Mrs. Ethel S. Parent of El Centro, Secretary; Mr. Lorin D. Jones of Heber, Treasurer.

This association holds one or two one-day meetings during the school year. Such a meeting is planned for March 15th at El Centro, with one or two speakers from a distance and local teachers taking an active part.

Mr. Ernest C. Folsom, president of the Teachers' Casualty Underwriters, has paid the following tribute to Miss Olive Jones, president of the National Education Association:

"The N. E. A. has never honored a president who has a record of greater achievement. Miss Jones has evidently taken her text from the gospel of hard work. An honor graduate from Hunter College was a flying start. Awarded a gold medal at St. Louis because of her successful management of Probationary School No. 120 in New York City, brought world recognition. Ability to do and write about it in an interesting and convincing manner has resulted in the adoption of Miss Jones' method in twenty-two states and in Japan and Sweden, at least, abroad.

"The author of the group method of teaching approved in 1905, now in common use, the school lunch plan, the visiting teacher and the rating of teachers—indicate the industry of this remarkable school principal. To keep herself from idleness, Miss Jones was an ardent leader for women's suffrage. The fight for increased salary bill enlisted her peculiar ability.

"To reinforce her own efforts, Miss Jones has studied in the Germany Conservatory, New York, Columbia, Harvard, and Cornell Universities. The N. E. A. had her services as trustee for two years prior to her elevation to the presidency."

Teachers are urged to write scenarios. It is natural to turn to teachers for ideas that will be valuable in teaching. Many teachers who have seen educational moving pictures have undoubtedly felt they could have presented the matter in a form which would correlate much more closely with their class work. This latent



**CROSS THE
ATLANTIC
NEXT
SUMMER
WITH US
ON THE
"S. S.
MAJESTIC"
the largest
steamer in
the world.**

We offer you a wonderful

Tour of Europe with

College Men as Leaders.

First-class Hotels.

Comprehensive Itineraries through
Seven Countries.

INTERPRETATION not
IDENTIFICATION.

Enroll Now. Illustrated folder on
request. Address

The Clark-Son Tours

Venice

California

A Good Photograph

with your application is necessary in securing a better position. It represents you when you yourself cannot be present. Officials seldom consider credentials without a photo.

A large photo is expensive, impractical, and very easily lost. If you do not have small photos, send a large one, securely wrapped, together with \$1.50, and we will have 25 reproductions made about 2¼"x 3¼", returning the original to you intact.

**NATIONAL
PHOTO CO.**

Minneapolis, Minn.



SCHOOLS^{AND} COLLEGES



Many Teachers Are Going Into Business—

—every year sees more of them making the change. There is a good reason, of course. There is no salary limit in Business—you can go as high as your ability and Training will carry you—\$5000 and \$10,000 year women in Business are no longer exceptional—there are hundreds of them and more coming—women can do as well in Business as men. **WHY NOT MAKE THE CHANGE?**

With 6 to 8 months of Business Training at Heald's you will be ready to enter Business—opportunities everywhere—every Heald office has 3 times as many **CALLS FOR HELP** as it can supply. Visit your nearest Heald school or write today for "BUSINESS"—the Heald catalog.

Heald's Business College

San Francisco Oakland Sacramento San Jose

CALIFORNIA SCHOOL OF FINE ARTS

(Formerly Mark Hopkins Institute)
908 California Street San Francisco

SPRING TERM NOW IN SESSION

Professional and Teachers Courses in the Fine and Applied Arts. Students may enroll at any time. Affiliated College of the University of California. Illustrated catalogue mailed on application.

LEE F. RANDOLPH, Director



California's Home for A Musical Education

DEGREES CONFERRED IN ALL BRANCHES OF MUSIC

PIANO	ORGAN	VOICE
VIOLIN	CELLO	FLUTE
CLARINET	DRUMS	HARMONY
SOLFEGGIO	DOUBLE BASS	COMPOSITION
DANCING		DRAMATICS

Best Equipped Conservatory in the West
Faculty of Thirty Instructors

Write for particulars about our Summer Course
ARRILLAGA MUSICAL COLLEGE

2315 Jackson Street

San Francisco

ability of the teacher to write educational moving picture scenarios is now to be fully recognized. The Society for Visual Education, leading producers of educational films, are offering

\$500 in cash prizes for suitable scenarios. The best one is to be produced and distributed to American schools.

The contest is much more than competition

Say you saw it in the Sierra Educational News

for prizes or an opportunity to exhibit talent. It partakes of the nature of a mass research in education. It should mobilize ideas and plans from a wide circle of minds, and in the process of selection by the judges, valuable discoveries may be made.

The high standard of this competition is indicated by the list of judges who will pass on the ideas submitted. These judges are: President W. W. Atwood, Clark University; Prof. W. C. Bagley, Columbia University; Prof. Forest Ray Moulton, University of Chicago; Prof. Frank N. Freeman, University of Chicago; Prof. Dan McCluskey, University of Illinois; Prof. Joseph J. Weber, University of Texas; E. U. Graft, Superintendent of Schools, Indianapolis, Ind.; Miss A. Loretto Clarke, Supervisor of Visual Instruction, Los Angeles Public Schools. Details of this contest may be secured by writing the Society for Visual Education, 806 W. Washington Boulevard, Chicago, Ill.

Friends of the Sterling-Reed Bill are urged by Mrs. F. P. Bagley, Vice-chairman of National Committee for a Department of Education, to write at once to Frederick W. Dallinger, Chairman of the House Education Committee, to call for a hearing before the House Committee. California, of course, will give strong support to such progressive legislation as is comprised in the Sterling-Reed Bill.

The Long Beach Schoolmen's Club was re-organized at the beginning of the present year. The downtown dinner meetings have proven very successful, with an attendance of 75 members out of a total of about 100. There are to be four meetings during the year, each with special program and speakers. A committee has been appointed on slogan and pin, and a special effort is being made to create the finest possible type of fellowship.

School people who are struggling against reactionaries in matters of finances and school improvements can point out that the pious conservatism of one generation may become the laughing stock of the next. For example: Shortly before the Civil War, Boston made it a prison offense to take a bath, except on the advice of a physician. The Philadelphia Council tried to make it illegal to bathe between November 1 and March 15, and failed by one vote. Virginia placed a luxury tax of \$30 on each bathtub in the state.

The National Park Association, Washington, D. C., is engaged in a desperate struggle to preserve America's great national parks from the insidious and heavily financed attacks of the powers of exploitation, greed and private interest.

Successive Congresses and administrations during fifty-one years have created the national policy that our National Parks System shall contain only areas of extraordinary scenic significance, completely conserved from all industrial uses. Bills brought in Congress, to intro-

MONOGRAPH OF SCHOOL MUSIC

(Number One)

By FRANCES WRIGHT

Associate Professor of Public School Music,
University of California.

The Monograph has been thoroughly revised and valuable new material added.

Intended for class work in public school music and for the use of student-teachers of music in colleges, universities, normal schools and conservatories.

Price \$1.00—For Sale at

855 VERMONT, LOS ANGELES, CAL.

GIVE YOUR PUPILS A CHANCE

Thousands of teachers are placing our Outlines for Home Study in the hands of their pupils and thereby greatly increasing the number of promotions in their classes. American, Ancient, Mediaeval and Modern History, The Great War, Arithmetic, Botany, Business Forms, Geography, Grammar, Physics and Physiology.

Price 20 cents each. Discount on order of ten or more.

JENNINGS PUBLISHING CO.

Box 17, Brooklyn, N. Y.

OPTOMETRY

OFFERS

A PLEASANT, PROFITABLE VOCATION.
Educators are Urged to Investigate.

LOS ANGELES SCHOOL OF OPTOMETRY
1101 Wright & Callender Bldg., L. A.



AMERICA'S MOST POPULAR SCHOOL PEN

Esterbrook No. 556

This pen is more widely used than any other in our schools, because of its fine point and easy, elastic action; also because it is made by America's oldest and largest steel pen manufacturer.

FREE

"100 Famous Signatures"

Send 15 cents for the 12 most popular Esterbrook pens. With them we will mail you an attractive, interesting booklet, containing the autographs of 100 famous men and women.

Address Dept. SE

ESTERBROOK

Pen Manufacturing Co.
Camden, N. J.

Canadian Agents:
The Brown Bros., Ltd., Toronto

*This trade-mark appears on
every genuine Bank Stock
Blank Book.*



SUBSTITUTES

never satisfy.

Use genuine

Bank Stock

School Stationery
and get the benefits
that come with
complete satisfaction.

KNIGHT-COUNIHAN CO.

Successors to
Mysell-Rollins Bank Note Co.
32 CLAY STREET
San Francisco



The Victor Co. has prepared a special course in music for various grades from kindergarten upward, which we will be glad to send a descriptive catalogue of to any principal or teacher.

We are willing to send records to any public school for 48 hours' trial.

Our easy payment plan is available to all schools or individual classrooms.

Please write for information.



RICHARDSON'S
Victrolas TELEPHONE 571777 Pianos
727 WEST SEVENTH STREET
LOS ANGELES, CALIF.

**Start your vacation now—
by preparing for it**

Like everything else, the enjoyment of a vacation is made possible by planning in advance.

Now is the time to prepare for the summer outing.

Start a savings account and accumulate funds for vacation needs — and for other special purposes or emergencies!

Bank of Italy

Women's Banking Department
MARKET, POWELL AND EDDY STREETS
San Francisco

duce industrialism or areas of less than standard scenic quality into the National Parks Systems, are in local interest as opposed to the national interest. Any industrial project which Congress authorizes in any one national park will make the precedent under which industrial projects inevitably will invade all national parks.

Any area of less than standard scenic quality admitted to the system will just as surely open the door to its scenic degradation. Privileges which Congress grants to one Senator or Representative it cannot deny to all others. It follows that every bill for any industrial invasion, no matter how slight, or for the admission of any park of less than standard scenic quality, must be fought by the whole people with as much energy as bills calling for the most destructive of projects. While national parks are our most important recreational areas, recreation is their least important function.

National parks are national museums of primitive America, conserving exhibits of our varied land forms, our waters, and the wild life of every kind which they support under absolutely natural conditions and in natural descent. The most complete conservation of this system has supreme importance to the science and the education of the future when primitive conditions will exist nowhere else.

Hon. Hubert Work, Secretary of the Interior, has well said: "These spots, our national parks, have been set aside by the American Government to be maintained untouched by the inroads of modern civilization."

Wanted, a Shingle. Gus Russell of the Santa Fe Lumber Company of San Francisco wants a shingle. Not a lawyer's shingle, not one of those distressing shingles that the learned medicos call "herpes zoster," and not any old shingle. He wants the oldest sawn shingle in California. The shingle, says Mr. Russell, stands for something significant in California. The first roofs built by the Argonauts were of shakes, thin split boards made by driving a wedge through a log. Many examples of shake roofs may still be found in the mountains of California. Shakes were always made on the premises. Sawn shingles did not appear until a more permanent civilization came, so sawn shingles mark the beginning of community life in California. Sawn shingles were tangible evidence that the rough, shifting social bases of pioneer times had become stabilized. Hence Russell's interest in the oldest shingle to be found in California.

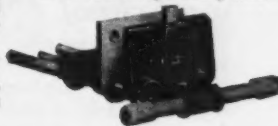
Here is a clue. The latest volume issued by the California Historical society contains "The Chronicle of George C. Yount." Yount was a pioneer of 1826. Under date of 1838—mind you, we are speaking of California—I find this entry:

"From Benicia, Yount proceeded to Petaluma, and the Missions of San Rafael and Sonoma. The padre of the two missions, recognizing his all-around frontier ingenuity, hired him to make some needed repairs on the buildings. Mrs. Watson says that Yount was the first person to

ROLLER NUT RAPID ACTING VISES

are giving satisfaction in school shops everywhere. Simple, strong and refined in construction.

ABERNATHY
Vise & Tool Co.
2842 West 26th
Chicago, Ill.



HOME STUDY

Become More Efficient

through courses in Chemistry, History, Mathematics, English, Psychology, Education, Business and 35 other subjects which the University gives by mail. They command credit toward a Bachelor degree and may be begun at any time.

The University of Chicago 97 Ellis Hall
Chicago, Ill.

MANUAL TRAINING EQUIPMENT

SMITH BOOTH USHER Co.

SAN FRANCISCO

LOS ANGELES

We alone since the World War have been presented International Exposition Gold Medal awards covering our entire line of School Art Products

INSIST on our materials when you want the best

THE AMERICAN CRAYON COMPANY

ESTABLISHED 1835

SANDUSKY-OHIO-NEW YORK

make shingles in Alta, California."

And we are referred to a manuscript in the Bancroft library which contains the following:

"I made arrangements with Geo. Yount to manufacture shingles to shingle Vallejo's house in Sonoma. The shingles had to be made in the most primitive manner, as we had no machinery. The tree was felled, barked, cross cut off in blocks of 18 inches long, then split and shaved. With all those difficulties Yount and myself used

A BETTER "WEIGH" AND A QUICKER WAY —for School Children Everywhere

Teachers are confronted with the task of weighing large groups of school children. Child health authorities, and parent communities now make it a modern requirement. It's a big job and responsibility. Without the Continental School Scale it is a much bigger job.

CONTINENTAL

School Scales

—are time savers for teachers — because they weigh and measure large classes of children, efficiently, accurately and quickly. Continental School Scales are designed by scale specialists. They are rapidly becoming a vital part of standard school equipment.

Specify Continental School Scales — the only scales designed exclusively for the "hard usage" of schools. There's a Continental scale for every school need.

Write for description and prices

C. F. WEBER & CO.

Distributors

601-611 Mission St., San Francisco, Calif.

Manufactured by Continental Scale Works, Chicago



THE LITTLE GIANT

BLACKBOARD ERASER CLEANER

Is efficient in all respects, non-breakable and operated by a Universal Motor adapted to any and all electric currents. It is provided with nine feet of Underwriter's Lamp Cord made fast to a Universal Plug ready to attach to any convenient lamp socket. Is complete and ready for use. Will be sent by Parcel Post to any part of the United States, packed in a neat carton box. Guaranteed against any and all mechanical defects and to clean blackboard erasers to your entire satisfaction or money refunded. We are sure you will agree with us that every Successful and Modern School will not be without this little Aristocrat.

The NEW SIMPLEX

Hand Operated Eraser Cleaner

Thoroughly efficient and satisfactory device for schools which do not have electric current. Satisfaction in every respect guaranteed.

MANUFACTURED BY JAMES LYNN COMPANY

Dept S. E.

14 E. Jackson Boulevard

Chicago, Illinois

Distributor—C. F. WEBER AND CO.,
Reno, Nevada

601-609 Mission Street, San Francisco
222 S. Los Angeles St., Los Angeles

Phoenix, Arizona



to make about 1000 shingles a day each, and I have seen men make as many as 1500. Those shingles we made were the first that had been seen in the country."

Gus Russell is offering a prize for the oldest shingle. Somebody in or about Sonoma ought to make an effort to win it.

"Growing Healthy Children" is the title of a most interesting and valuable study of health supervision in the Trenton, N. J., schools. It is issued by the United States Bureau of Education. School study No. 4. It is a 35-page pamphlet, well illustrated and easy to read.

Trenton, N. J., has demonstrated in a striking way the possibilities for service in a Health Supervision Department. It has steadily broadened its usefulness from the stage of "police" control of contagion, up through the period of salvaging the physically defective to its present status as an integral part of the educational system.

The Teachers' Association of San Francisco, according to the President, Mrs. Edith E. Pence, is made up of the teachers, principals and supervisors of the San Francisco School Department. The main activities of this association have to do with problems concerning the welfare of teachers and schools, such as educational legislation, salary questions, etc. Professional problems that are of interest to all branches of the department also come within the scope of this association's activity. Through a standing committee the teachers as a body also participate in enterprises for civic welfare.

The Governing Council is the governing board of the association. It is made up of representatives of classroom teachers of all schools and of representatives of the principals, special teachers and supervisors.

The other San Francisco associations are made up of smaller groups of teachers concerned with the interests of their particular branches of the school department or organized to deal with some particular problem.

Sheriff Traeger of Los Angeles states that "fifteen years ago the average age of criminals in Los Angeles was 41 years, and today the average age is 25 years. What will it be fifteen years from now?" One-third of the people of the United States receive \$1,000 or less per year; two-thirds earn \$1,500 or less per year, for the support of their families.

It is beyond human reason to suppose that these people, many suffering for the absolute necessities of life, are to be satisfied with existing conditions of living. They know that God has provided enough to supply the necessities and some of the luxuries of life for all. Such conditions are sure to produce unrest and crime."—Los Angeles School Journal.

The College of Puget Sound, Tacoma, Washington, is constructing a group of nine new buildings. They will include a modern administration and instruction building and an open air Greek theater.

Pencil Pleasure LISTO

"Decided Advantage"

We take pleasure in bearing testimony to the decided advantage obtained in the introduction of your Listo work and checking pencils into use by our office force and salesmen.

TILLMAN & BENDEL, Inc.

LISTO Pyralin Pencils

Mail Your Order Now

No 5, Desk Checking with clip...\$.60

No. 20, Pocket Checking with storage and clip..... 1.00

Extra Colored Leads, per tube.. .15

LISTO PENCIL CORPORATION
Alameda, California

School superintendents are sometimes accused of being over-absorbed in administrative work and in not being able to see things from the standpoint of the "man on the street." Frank Cody, Superintendent of Detroit, is a shining instance to the contrary, as these two incidents show:

"Should teachers be permitted to bob their hair?" was stirring Baltimore. Out-of-town educators contributed long moralizings to a Baltimore paper e. o. d. Cody's telegram brought the subject down to earth: "I'd want to see the girl first."

Last June, prospective teachers asked Cody to their commencement dinner. He was preceded by speakers who were afflicted with what psychology tests dub "total recall." It was a formal dress affair, many of the graduates being in their first evening gowns, a la 1923. The guest of honor saw how they dreaded another speech, and won their gratitude and released their humor by this one-sentenced speech to a convinced jury: "Girls, I'm glad to see you have all been vaccinated."

Advanced courses in Art and Drawing are being given in fully one hundred and fifty high schools and academies in New York State. In these schools 11,000 pupils are registered, and nearly 350 art courses are offered. Design, the most popular advanced high school art subject, is taught under the headings: Theory, applied design, commercial design, and costume design.



HOLDEN BOOK COVERS

For Book Protection

HOLDEN REPAIRING MATERIALS

For Book Repairs

SAMPLES FREE

The Holden Patent Book Cover Company

Miles C. Holden, President

Springfield, Massachusetts

Pictures give in glances what volumes of words fail to convey.



Blue Boy
—Gainsborough

RECOMMENDATION

"They are beautiful. My pupils are enjoying them with me. Their notebooks are very much prettier than they would have been without them."

The Perry Pictures

The One Cent and Two Cent pictures are invaluable for special classroom work, for notebooks, essays, etc. Use them in teaching Language, Literature, History, Geography and Picture Study.

Reproductions of the World's Great Paintings

One Cent Size. 3x3½. For 50 or more.

Two Cent Size. 5½x8. For 25 or more.

Ten Cent Size. 10x12. For 5 or more.

Send 50 cents for 25 Beautiful Art Subjects or 25 for Children. All different, 5½x8.

BIRD PICTURES IN NATURAL COLORS

Three Cents Each for 15 or more. Size, 7x9. Send 75 cents for set of 25 with a very brief description of each.

LARGE PICTURES FOR FRAMING. ARTOTYPES

Size, 22x28 inches, including the margin. \$1.00 each for two or more; 10 for \$9.50; \$1.25 for one.

Hand Colored, same size, at \$1.50 each for two or more; \$2.00 for one.

CATALOGUE. 64 pages. 1600 miniature illustrations. Price 15 cents in coin or stamps.

The Perry Pictures Co. BOX 24 MALDEN, MASS.

The California Federation of Women's Clubs, Department of Public Welfare, Division of Child Welfare, has issued a very useful outline for Child Welfare work in California. Copies may be secured from the Chairman, Dr. Mariana Bertola, 1052 Jackson Street, San Francisco.

"In our state in many localities," she writes, "in each county hospital there are wards for adults but none for children. Children are placed side by side with adults, in the adult ward. Let our first piece of concrete work be the establishment of a children's ward in every hospital, with suitable appurtenances for the care of the child. We should see that the food is nutritious and of the right kinds, that the entire environment is cheerful and hygienic.

"In a few of our districts this has been done, but there is no active supervision of these wards. If the authorities know that the women are determined to better conditions for children, they will help most effectively. Let us be able to report by December 1924 that we have established a ward in every county hospital and in every private hospital possible.

"A Children's Court should be held in every city, and the judge should be selected for his qualifications and knowledge of the psychology of the child, also his understanding of sex conditions and the puberty age.

"Let us use all of our influence to get Congress to pass such measures which will abolish child labor in the United States."

The Journal of Applied Sociology is a worthy exponent of modern thought in the fields indicated by its title. It presents a scientific study of current social problems and is published monthly at the University of Southern California. Dr. Emory S. Bogardus is editor; Wm. C. Smith, managing editor, and Clarence E. Rainwater, Melvin J. Vincent and Mary B. Kellogg, associate editors. The Journal presents not only the methods of social research, but also the results of social investigations. Dr. Robert E. Park, Director of the present Race Relations Survey on the Pacific Coast, has contributed an important paper on methods of making racial studies.

Say you saw it in the Sierra Educational News

THE— HALL & BROWN LINE—

THE BEST TO BE HAD IN WOOD WORKING MACHINERY

“Get an
H & B’
Quotation—
IT PAYS”



Prompt
Deliveries
From
Pacific Coast
Stocks

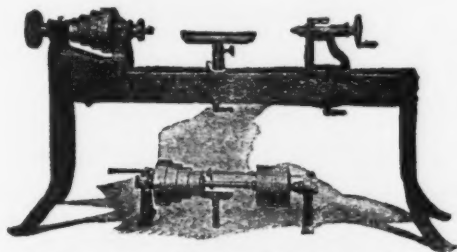
The NEW model No. 197 Hand Planer. Built in three sizes—8, 12 and 16 inch.
Equipped for either belt or direct motor drive.



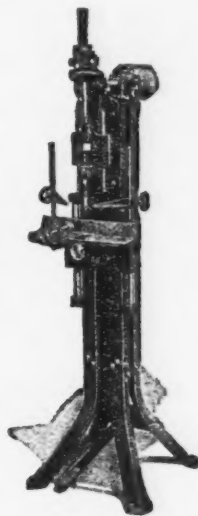
The Strong, Rigid, Durable, Portable, Low Priced

PARKS MACHINES

Warrant Your Investigation.



C 31 Progress 16-inch Turning Lathe for
general turning, pattern and
face plate work.



C 135 New Rapid
Mortiser.

For the Most Complete Line of
SCHOOL MACHINERY AND SHOP SUPPLIES

Apply to

Harron, Rickard & McCone Co.

139 Townsend Street
San Francisco

225 So. San Pedro Street
Los Angeles

California

Say you saw it in the Sierra Educational News



INCORPORATED

2119 ALLSTON WAY
BERKELEY

5212 BROADWAY
California OAKLAND

Eighteenth Annual SUMMER SESSION JUNE 25th to AUGUST 1st, 1924

Offers the following courses:

APPLIED DESIGN
ART ANATOMY
BASKETRY AND BEADWORK
BATIK
BLOCK PRINTING AND STENCILING
BOOKBINDING
CONSTITUTION
CONSTRUCTIVE DESIGN
COSTUME DESIGN AND ILLUSTRATION
DRAPERY AND FEATURES
ELEMENTARY AND ADVANCED
ANTIQUE
FIGURE PAINTING
FIGURE SKETCHING
FREEHAND DRAWING
GRAPHIC DESIGN AND LETTERING
HOME ARCHITECTURE
INSTRUMENTAL DRAWING
INTERIOR DECORATION
JEWELRY

LOOM WEAVING
MECHANICAL DRAWING
METAL WORK
METHODS OF TEACHING
MODELING
NATURE DRAWING
OUTDOOR LANDSCAPE PAINTING
OUTDOOR SKETCHING
PAPER FOLDING AND CARDBOARD
WORK
PEN-AND-INK
PERSPECTIVE
PRIMARY CONSTRUCTION WORK
PROJECT WORK
STITCHERY
THEORY OF COLOR
TIED AND DYED
WASH DRAWING
WATER COLOR

SPECIAL COURSES

Constitution

Public Education in California

These special courses in Constitution and Public Education in California will be of particular interest to all teachers applying for teachers' certificates, or for renewal of certificate. Full information in next month's issue.

Students desiring credit for courses taken in the Summer School to apply toward degrees should consult the Registrar.

Early registration is always desirable. Students may register for the Summer Session at any time during March, April, May and June. Definite class assignments will be made on Saturday, June 21, and Monday, June 23. Class work will begin on Tuesday, June 24.

*Classes at Berkeley
and Oakland*

F. H. MEYER, Director

*Write for Summer
School Catalog*



Say you saw it in the Sierra Educational News